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ABSTRACT

This document, the second in a series of guidebooks that were developed for educators of homeless adults in New York, offers strategies and plans for sample lessons in which a holistic approach is used to help homeless adults and families improve their lives through education. The guidebook begins with lists of print and nonprint resources, including an annotated bibliography of 39 print resources and lists of 82 government, health-related, business-related, service, and other organizations. Presented next are 19 sample lessons on a variety of life management-related topics, including the following: schooling; communicating through body language; resocialization; establishing/improving relationships; separating professional and personal relationships; planning recreational activities; physical fitness/exercise; HIV education; stress management; goal setting; finding affordable housing; preparing for the workplace; self-employment; and using office equipment. Each lesson plan contains some/all of the following: goal; outcome objectives; list of required materials/resources; and one or more activities. Also included are 15 handouts for use with the individual lessons. Appended are a National Resource Center publications order form and addresses/phone numbers of the following: agencies listed as nonprint resources; community dispute resolution centers in New York; and AIDS regional training centers. (MN)

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ED 399 352

Education for Homeless Adults: Strategies for Implementation

Volume II - Resources and Additional Lessons

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OFFICE OF ELEMENTARY, MIDDLE AND SECONDARY EDUCATION
ASSISTANT COMMISSIONER FOR WORKFORCE PREPARATION AND CONTINUING EDUCATION

September 1994

Dear Colleague:

There is an old proverb which says, "Give a man a fish and he eats for a day, teach him to fish and he will eat for a lifetime." This saying accurately expresses the value of education in our attempt to break the cycles of poverty and homelessness.

With this philosophy in mind, we offer this guidebook. It is a companion piece to a previous New York State Education Department publication entitled Education for Homeless Adults: Strategies for Implementation (Volume I). Volume II, developed in response to practitioners' requests, provides additional program development and instructional strategies which present a holistic approach to teaching homeless adults and families.

While both Volume I and Volume II were written specifically for educators of homeless adults, the strategies and sample lesson plans they contain also have implications for teachers and administrators working with other adults seeking to improve their lives through education.

We hope you find this publication to be a useful educational resource.

Sincerely,

Johanna Duncan-Poitier

Johanna Duncan-Poitier

Volume II - Resources and Additional Lessons

1994

The University of the State of New York
The State Education Department
Office of Workforce Preparation and Continuing Education
Albany, New York 12234

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The authors would like to thank all who contributed to the production of this guide. It builds on the sample lessons and other resources in the New York State Education Department's publication, *Education for Homeless Adults: Strategies for Implementation*. As with Volume I, this guide incorporates the expertise and knowledge which local instructors and administrators gained through six years of operating education programs for adults. Special thanks are extended to Jim Jones, Wayne Reed, and Ellen Frank, who made substantial and creative contributions based on their diverse experiences in educating homeless adults. Kay Peavey wrote the body of the document, gathered resources, and coordinated its publication. Glenn Schechtman edited the manuscript and provided advice and support throughout its development. Thanks to Carol Jabonaski and Lisa Holt for their assistance. Barbara Smith and Colleen Bodane were instrumental in gathering information, as well as helpful with their constructive comments and editing.

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Introduction

Despite the tireless efforts of dedicated professionals and volunteers, homelessness is a crisis that continues unabated. The numbers of families, single mothers, dislocated workers, the chronically ill (either mentally or physically), individuals in poverty, and substance abusers who drift in and out of shelters attest to the growing dimensions of homelessness. The urgency of this situation is further evidenced by the frantic efforts of providers to homeless adults. Instructors, administrators, volunteers, case managers, and government officials are demanding more and more resources. For instance, the Education for Homeless Adults Program of the Office of Workforce Preparation and Continuing Education in the New York State Education Department was flooded by requests for additional materials in response to an earlier document entitled *Education for Homeless Adults: Strategies for Implementation.*

This document, subtitled *Volume II-Resources and Additional Lessons,* continues what the previous one spawned by offering resources and additional sample lessons to be used in working with homeless adults. Teachers of homeless adults who regularly use the sample lessons of Volume I reported that the sample lessons are effective teaching tools, more of which are needed. Based on this feedback, the process used for developing Volume I was repeated. A small group of teachers of homeless adults was convened in a two-and-a-half day working session to develop additional sample lessons. The topic areas of the sample lessons in this volume were chosen by respondents of the 1993 Education for Homeless Adults survey, who indicated their preferences for sample lesson subject matter.

The sample lessons are designed identically to the first set of lessons, complete with two to three activities each and all of the necessary handouts. Combined with the sample lessons in the original document, over 40 lessons are available for you to present, modify, and tailor to your particular needs.

You may find that you need more information, expertise, and/or materials to use some of the sample lessons. Do not be alarmed; resources *are* available to fill your needs. In this edition, we have added a section focusing specifically on resources. "Resources" is defined broadly so as to include the wide range of materials and ideas available. It is important to remember that resources are of a multidimensional nature; the term "resources" is **not** synonymous with "money." While more money would make many of our jobs easier, funds are just not as plentiful as we would like. Consequently, we must stretch our imaginations and creativity, and consider other equally valuable "resources."

Resources

The primary definition of resources, as listed in Webster's Dictionary, lends itself to a broad vision:

> " . . . something that lies ready for use or that can be drawn upon for aid or to take care of a need."

The implication of this definition is twofold. Not only are resources "more than money," they are also often right under our noses, so to speak. By referring to yet another definition of resources - " . . . a means of accomplishing something" - the range of assistance further mushrooms.

Having adopted this understanding of resources, professionals practicing in the field were asked for their input on the specific resources which were the most helpful, how to access them, and how to most efficiently use them. The answers to these questions were sought during the working session referred to above.

To make the resources more usable and accessible, they were organized into the following three categories: Print Resources, Nonprint Resources, and Instructional Materials.

I. Print Resources

Various newspaper and journal articles, research papers, and other such readings are indispensable for professionals who wish to remain current with the status of homelessness and with recent trends in the homeless population. On a purely practical note, the political climate (which often ultimately affects funding) can also be judged from a heightened awareness of what is happening statewide and nationwide. Perhaps the most important benefit of learning about different program models, different responses to homelessness, and different cultures is that the acquired knowledge is used for program development, curriculum development, and instructional planning.

To that end, an extensive bibliography complete with short summaries of each featured document has been included. The entries were selected from lists provided from either the Educational Resources Information Center (ERIC), the Adult Learning Educators Clearinghouse (ALEC) of the New York State Education Department, or The National Resource Center on Homelessness and Mental Illness. Most books and journal articles are available from your local library or through interlibrary loan. When requesting documents from your local library, be sure to include titles, authors, and sources. Some resources are also available directly from the National Resources Center on Homelessness and Mental Illness. An ordering blank for that organization is provided in this document (see Appendix A).

II. Nonprint Resources

Nonprint resources consist of organizations, agencies, and people who are available for aid. This aid may take the form of supplying guest speakers, donating equipment, providing information, hosting field trips, and/or offering counseling.

Some of the nonprint resources we've listed are not surprising; others are more nontraditional. They are subdivided under the following categories: government organizations, health-related institutions, cultural organizations, business-related organizations, service organizations, and academic/university-related organizations.

You will be surprised at the wealth of resources readily available from private, not-for-profit, and public agencies. Do not be shy about approaching organizations for help. Here are some useful tips for that sometimes difficult task of approaching "outsiders" for help:

- **Unearth the hidden connections.** Oftentimes there are beneficial connections between individuals' needs and possible sources of solutions or between homeless programs and agencies that are not initially obvious. For example, organizations providing for the needs of homosexuals may be an appropriate resource for an educator working with homeless young adults as the connection between homosexuality and homelessness is especially high for teenagers. According to one source, about half of the estimated 10,000 homeless youth in NYC are gay youth.* Another example may be agencies which are physically located far away from each other, but whose goals or missions correlate, such as staff of a homeless program in New York City ("downstate") sharing educational ideas with staff of an Albany-based program ("upstate"), or a downstate program helping an upstate homeless individual. This would apply to interstate sharing as well. The National Conference on Education for Homeless Adults is held annually to facilitate interstate sharing. Lastly, do not forget personal networks of not only providers, but also of the students themselves.

- **Put yourself in their shoes.** When approaching large and small corporations or agencies, consider "what's in it for them." Why should they help you? How will it benefit them? Thinking in these terms may help you to approach them in a manner that will convince them not only of the benefit of their contribution to you, but more importantly, to themselves.

*Peter Frieberg, "Helping Gay Street Youth in New York," *The Advocate* 492 (16 February 1988): 10-14.

When approaching larger companies, it is probably best to start with their corporate relations, public affairs, or human resources department for information on corporate giving or volunteerism. Some companies coordinate their giving through agencies like the United Way. Some companies tend to be more amenable to donating used equipment and furniture, rather than offering money.

- **Enlist the media**. The media — radio, TV, newspapers — can be of great service to you in a variety of ways. Inquire about access to public service announcement (PSAs) for publicizing your program. Advertise your program's need for supplies or volunteers in the newspaper. Invite a local television personality into your classroom to speak about that profession. Use all types of the media as instructional materials for your students.

- **Research your options!** Do your homework before you approach a company or a foundation. What has it donated in the past and to whom? What seems to be its mission? Get a feel for what agencies really do and which can be relied upon in an emergency.

You can also research funding sources specifically for educational purposes through the Foundation Library in New York City. Its scope is national. There is a Foundation Center at the New York State Library as well, which includes a computer database of foundation giving. See Appendix B for addresses and phone numbers for these libraries.

III. Instructional Materials

The final and perhaps most "hands-on" types of resources included in this document are items and ideas that can be used with students for instruction. Both nonprint and print materials are equally important and can be used effectively in group and individual work. The instructional materials are also subcategorized as follows:

Print	*Nonprint*
Books	Videotapes
Magazines	Audiocassettes
Miscellaneous	Miscellaneous
	People

The commonality of all of the items in this category of resources is their very real and very important daily applications. For example, under the miscellaneous category of Instructional Materials - Print (page 24), such things as subway maps, bus and train schedules, applications for driver's license, and utility and phone bills are listed. These items can be used in reading, math, and life skills lessons.

The "people" category of Instructional Materials - Nonprint (page 27) is particularly noteworthy. People can be employed in a variety of ways, although the most common may be to share their "stories" about homelessness, about securing employment, about survival, etc. They share their steps for success and how they overcame obstacles. You may also consider using an outside speaker if you are uncomfortable presenting sensitive topics, such as HIV/AIDS. When using guest speakers in your class, either individually or as panel members, follow these guidelines:

- **Prepare for the presentation**. Conduct a discussion with your class prior to the presentation, highlighting the topic/theme of the presentation and providing details of the purpose of the presentation. Try to read your students' comfort level about the proposed presentation by their questions and other expressions of interest. Ask the students to generate a list of questions for the guest presenter(s). Post the list of questions up in the room as a resource for the students when the presentation is made.

- **Host the presentation.** If possible, speak to the presenter(s) before the presentation. Tell them that your students have generated a list of questions and that you would like a significant amount of time for questions and answers. The speaker may even wish to see the list of questions ahead of time to tailor the presentation to the audience.

➢ **Follow up on the presentation.** Afterwards, spend time reflecting with the class on the presentation, clarifying what gains the students made, establishing actions which students want to pursue, and receiving feedback from the students on the presentation itself.

Print Resources

The following documents can be obtained from your local library through the Educational Resources Information Center (ERIC). When requesting documents, include the following information: database name (ERIC), ED number, title, and author.

Arkansas State University. ***Arkansas Adult Education for the Homeless Project. An Evaluation.*** State University, 1991. (45 pages) ED 351541

An evaluation was conducted of the Arkansas adult education for homeless persons program funded through the Stewart B. McKinney Act. Evaluation activities and results are included, as well as several recommendations. The report also contains profiles of successful practices, such as sign puzzles, success building, and community networking, and an appendix that includes evaluation questionnaires.

Business Council for Effective Literacy. "Double Jeopardy: Homeless and Illiterate." *BCEL Newsletter for the Business Community* 17, pl, 4-6, October 88. (5 pages) ED 300549

Illiteracy is an important element of the plight of the homeless, and provision of literacy services could make a difference. Two of the most innovative literacy programs for the homeless, Project Adaptive Literacy of the Volunteers of America of Greater New York and the Community Occupational Readiness and Placement Program in Philadelphia, provide a wide range of services of which literacy is just one, although an integral, part.

Derricotte, Cheryl; et.al. ***American Nightmare: A Decade of Homelessness in the United States***. Washington, D.C.: National Coalition for the Homeless, 1989. (151 pages) ED 317645

A 1989 national survey of the dimensions of homelessness found that at least three million Americans are homeless. Information was gathered from a telephone survey of emergency shelter providers, housing advocacy organizations, and local governments. Among the summary findings are: the rate of homelessness is growing; families with children comprised the fastest growing sector of the homeless population; growing evidence that AIDS can cause fully functioning individuals to become homeless; and over half of the homeless population is made up of minority groups.

Hudson River Center for Program Development, Inc. ***HIV Education for Adult Literacy Programs.*** Albany, NY: Funded by the New York State Education Department, Office of Workforce Preparation and Continuing Education under Section 353 of The Adult Education Act, 1991. (Instructional package: videotape, teacher's guide, overview) ED 345006

This staff development package is designed to inform adult literacy practitioners about AIDS/HIV and to facilitate implementation of HIV education in adult literacy programs. There are three components of the package. Providing a Supportive and Sensitive Environment is a 21 minute video that focuses on how adult literacy programs can provide a setting for HIV education and how literacy providers can be supportive and sensitive to the needs of students who already have HIV or AIDS. The Guide for Teachers provides background information about HIV, resources, and sample lessons. Where to Start. . . gives an overview of the materials and instructions for implementing an HIV education program. ***AVAILABLE FROM: Albany Educational TV, City School District of Albany, 27 Western Avenue, Albany, NY 12203, (518) 465 - 4741.***

Koehler, Gwen; et.al. ***CHOICES. A Resource for Literacy Providers and Homeless Families.*** Rantoul, Il.: Champaign-Ford Counties Regional Office of Education, 1990. (131 pages)ED 328800

CHOICES, *a literacy program for homeless families, offered weekly language activities for children and provided information about developing children's reading readiness skills to women. CHOICES also provided access to reading materials; skill level assessment and referral; assistance with educational goal setting; education in parenting, job skills and basic reading; and self-esteem activities. The bulk of the document consists of sources for families in crisis.*

Moehrlin, Cynthia D. ***The Community College and the Homeless: A Model for the Nation. Job Training for the Homeless Demonstration Program Final Evaluation Report.*** Ill.: Elgin Community College, 1991. (68 pages) ED 331566

The Fox Valley Consortium offers job training and placement services to homeless people over 14 years of age; coordinates the activities of area service providers; and gathers demographic data on the homeless. Consortium members include the Elgin Community College, the Community Crisis Center, the Public Aid Office, the Salvation Army, and the Hispanic Community Based Organization. The program provides support services, basic skills training, intensive career and job search seminars, vocational training, English-as-a-Second-Language training, job placement assistance, and housing placement. In a holistic approach to individual case management, each program participant is assigned a "personal advocate." Detailed data tables and a series of recommendations are included.

New York State Education Department, Office of Workforce Preparation and Continuing Education. *Literacy Training for the Homeless: Guidelines for Effective Programs.* Albany, NY: New York State Education Department, 1991. (17 pages) ED 329779

The purpose of this guidebook is to relay other practitioners' experiences so new program administrators can provide successful literacy training programs for homeless adults. The information presented is based on telephone interviews with staff of homeless shelters nationwide, site visits at New York State shelter programs, and a review of the research on literacy for homeless adults. Included is information on recruitment and retention, evaluating program outcomes, three sample lesson plans, and a selected bibliography. This book was prepared for shelter administrators, adult educators, counselors, and volunteers for the homeless.

New York State Education Department, Office of Continuing Education. ***The Challenge in Education: Meeting the Needs of the Homeless Adult Learner and New York State Life Management Conference. Conference Proceedings.*** Albany, NY: New York State Education Department, 1990. (43 pages) ED 335558

This document summarizes the first national conference on adult education for the homeless held in New York State. The conference addressed issues facing homeless people, such as education, social services, employment and training, housing, drug and substance abuse, and mental health. Successful programs, policies, practices, and the latest research were highlighted.

Office of Vocational and Adult Education (ED). ***Adult Education for the Homeless. FY 89 Project Abstracts. Twenty-eight Programs that Can Help the Homeless.*** Washington D.C.: Clearinghouse on Adult Education and Literacy, 1990. (47 pages) ED 327731

In the first portion of this document, abstracts are given for 30 projects that were designed to provide basic skills and literacy training to homeless adults in fiscal year 1989. The second section provides some basic information on 28 programs that can help the homeless. Purpose, eligible applicants, and contact information are presented.

Office of Vocational and Adult Education (ED). ***Profiles of State Programs: Adult Education for the Homeless.*** Washington D.C.: Clearinghouse on Adult Education and Literacy, 1990. (57 pages) ED 325563

An executive summary offers a broad overview of the programs, outcomes, and recommendations for the future. State information is provided alphabetically by state. The information provided for each state includes some or all of the following: amount of grant expended (and percentage); number served; expenditures per learner; significant achievements; reasons for homeless students leaving the program; educational techniques; and barriers to success.

Pennsylvania State Department of Education. ***Homelessness Curricula: Five Exemplary Approaches. Resource Tool for Teachers and School Districts.*** Harrisburg Division of Student Services, 1990. (25 pages) ED 343969

This publication outlines five homelessness curricula which aim to sensitize students to the realities of homelessness. Each curriculum covers the following key topics: causes and effects of homelessness, what it is like to be homeless, dispelling dangerous myths, and government and community responses to homelessness. The publication lists contact persons for each program, suggests ways that educators can use the information presented, and reproduces sample activities and lesson plans from three of five curricula. A final selection presents program case studies of the five homeless curricula.

Potts, Meta. ***Project WORTH: Research Report.*** Louisville, KY: Jefferson County Public Schools, 1989. (26 pages)ED 315510

Project WORTH (Work Opportunity Readiness for the Homeless) is a federally funded project in Louisville, KY, that offers academic classes, life skills classes, job readiness training, and vocational training. Most of all, the WORTH project attempts to raise self-esteem and to get participants to think of their own and their children's futures, especially in terms of education.

U.S. Department of Education, Office of Vocational and Adult Education. *Education for Homeless Adults: The First Year.* Washington, DC: Division of Adult Education and Literacy, December 1990. ED 329751

The Adult Education for the Homeless programs implemented by the states followed one of four approaches: Development/Capacity-Building, Urban Focus, Services to Women, and Statewide. Key elements of program success included a stable living environment, individualized instruction, well-trained volunteers, instruction in practical tasks, and individualized education plans. Barriers to success fell into three categories: personal difficulties, external barriers, and obstacles inherent to the program. Recommendations for future success are included.

The following list is provided by the Adult Learning Educators Clearinghouse (ALEC), a statewide professional information service for providers of adult basic and continuing education. It is funded by the Office of Workforce Preparation and Continuing Education of the New York State Education Department. If you have questions about the service, call (518) 474 - 8700. The resources in this list are located in the New York State Library in Albany, NY. To borrow titles, submit your request to your local school or public library. If the title is not available locally, refer your request through the interlibrary loan system.

Heinberg, John; et.al. *Job Training for the Homeless: Report on Demonstration's First Year* (Series Title: Research and Evaluation Report Series 91-F). Washington, D.C.: U.S. Department of Labor, 1991. (109 pages) A 02420

The Stewart B. McKinney Homeless Assistance Act of 1987 authorized the Department of Labor to plan and implement the Job Training for the Homeless Demonstration Program (JTHDP) and required an evaluation of the results of the demonstration. The purpose of this interim evaluation report is to describe and analyze the first year of program operations. It is based primarily on quarterly progress reports and evaluation reports submitted by 32 local JTHDP projects.

Hombs, Mary Ellen. ***American Homelessness: A Reference Handbook*** **(Series Title: Contemporary World Issues).** Santa Barbara, CA: ABC-CLIO, 1990. (193 pages) A 02353

This reference book provides an introduction and overview of the issue of homelessness in America. The survey of key events and players of the 1980s provides an initial time line of significant activity in the areas of shelter development, litigation, legislation, and direct public action. It offers a directory of organizations and reference materials as well as a list of nonprint resources.

Interagency Council on the Homeless. ***Examples of Corporate and Association Activities on Behalf of the Homeless.*** Washington, D.C.: Interagency Council on the Homeless. (92 pages) A 02537

This is a compilation of corporate and association activity on behalf of the homeless for the following categories: financial assistance to develop housing for the homeless; direct construction, rehabilitation or operation of housing for the homeless; direct grant making; program development; and professional services and brokering resources.

Interagency Council on the Homeless. ***Federal Programs to Help Homeless People.*** Washington, D.C.: Interagency Council on the Homeless, 1991. (80 pages) A 02387

This publication contains information on Federal programs and activities that can be used to help the homeless population. They fall into the following categories: 1) targeted homeless assistance programs created under the Stewart B. McKinney Homeless Assistance Act; 2) Non-McKinney Act programs, and 3) other "mainstream" programs tailored to those who need assistance. Each entry contains a description of the program, appropriation, and contact person.

New York State Education Department, Division of Student Development and Family Support Services. ***The New York State Plan for the Education of Homeless Children and Youth as Amended 1991-1994.*** Albany, NY: New York State Education Department, 1991. (55 pages) A 02538

This plan is a public statement of the goals, priorities, and programs of the State Education Department relative to this population. The plan is predicated on the conviction that all children are entitled to equal access to educational service. The plan explains how New York State meets the requirements of subtitle B of the Stewart B. McKinney Homeless Assistance Act. It was written for children and youth who are homeless, their parents, educators, community service providers, advocates, and other interested persons.

U.S. Department of Education, Office of Vocational and Adult Education. *State Administered Adult Education for the Homeless. Fiscal Year 1992 Project Abstracts*. Washington, DC: U.S. Department of Education, 1992. (27 pages) A 02474

This directory profiles state administered homeless projects for program year 1992. Included in the abstracts are contact person, funding amount, purpose of the program, and anticipated outcomes.

The following books and journal articles are available from your local library or interlibrary loan. Unless otherwise noted, the materials are also available from the National Resource Center on Homelessness and Mental Illness. Use the order form at the back of this document.

Axelson, L.J. and Dail, P.W. "The Changing Character of Homelessness in the United States." *Family Relations* 37: 463-469, 1988. (7 pages) Control #00222

Today, there is a growing population of homeless individuals in the United States who are not among the mentally ill, who are not wanderers, and who may even be employed. This new form of homelessness has shocked the average American who previously believed that the "temporarily displaced" were on their way to a new and better beginning. This article examines the changing character of homelessness and makes recommendations for a public policy response.

Bassuk, E.L., Carman, R.W., Weinreb, L.F., and Herzig, M.M. *Community Care for Homeless Families: A Program Design Manual.* New Centre, MA: The Better Homes Foundation, 1990. (MANUAL) Control #00862

This manual is an outgrowth of several years of work on community-based program development for homeless families. The manual is divided into five sections. The first section provides an overview of family homelessness. The second section discusses community-based program development including the process of designing and implementing programs and providing family-oriented care. The next three sections describe components of a comprehensive local response (e.g., housing, job training and placement, supports to community and family, and health care). Children's needs are discussed in considerable detail. The manual concludes with a section on special needs of homeless families (e.g., family violence, substance abuse, and psychiatric disorders). ***AVAILABLE FROM: Better Homes Foundation, 189 Wells Avenue, Newton Centre, MA 02159, (617) 964-3834.***

Bassuk, E.L. and Gallagher, E.M. ***The Impact of Homelessness on Children.*** Boston, MA: Harvard Medical School, undated. (JOURNAL: in press) Control #00877

The authors describe the effects on homeless children of growing up in shelters and welfare hotels. In an effort to cope with the stresses of shelter life, mothers' anxiety and depression, and profound uncertainties about the future, children, the authors find, adapt by developing a variety of regressive, withdrawn, antisocial, or age-inappropriate behaviors. They conclude by discussing interventions that can respond to the homeless family's unmet emotional needs.

Bassuk, E.L. and Rosenberg, L. "Why Does Family Homelessness Occur? A Case-Control Study." *American Journal of Public Health* 78(7):783-788, 1988. (JOURNAL: 6 pages) Control #00223

The authors compared 49 homeless female-headed families with 81 domiciled female-headed families in Boston. In both groups the mothers were poor, currently single, had little work experience, and had been on welfare for long periods. Many of their children had serious developmental and emotional problems. Homeless mothers had more frequently been abused as children and battered as adults and their support networks were fragmented; the domiciled mothers had extended family living nearby whom they saw often. The frequency of drug, alcohol, and serious psychiatric problems was greater among the homeless mothers. The data suggest that solutions to family homelessness in the current housing market require an increase in the supply of decent affordable housing, income maintenance, and assistance from social welfare agencies focused on rebuilding supportive relationships (authors' abstract).

Better Homes Foundation, The. ***The Better Homes Foundation Grant Programs.*** Newton Centre, MA: The Better Homes Foundation, 1989. (SYNOPSES) Control #00864

This report provides summaries of 31 programs funded by the Better Homes Foundation since 1988. These programs assist homeless families with their transition into stable housing, help them maintain homes in the community, and provide specialized programs for children. Services include preschool programs; medical, dental, and vision services for children; job training and counseling; and parenting workshops. Each program offers a creative approach to serving homeless families; collectively, these programs enhance the mission of the Foundation to establish permanent, service-enriched housing for homeless families. ***AVAILABLE FROM: Better Homes Foundation, 189 Wells Avenue, Newton Centre, MA 02159, (617) 964-3834.***

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Burt, M.R. and Cohen, B.E. "Differences Among Homeless Single Women, Women with Children, and Single Men." *Social Problems* 36(5):508-524, 1989. (17 pages) Control #00746

This article presents descriptive data from a national probability sample of 1,704 homeless individuals. Homeless single women, women with children, and homeless men are compared on a variety of sociodemographic variables, including homeless history, psychiatric history, chemical dependency, patterns of soup kitchen and shelter utilization, and diet adequacy.

Columbia University Community Services *Building Skills for Work with the Homeless*. New York, NY: Columbia University, 1986. (TRAINING MANUAL: 483 pages) Control #00688

This valuable resource book provides shelter coordinators and experienced volunteers with the information to enable them to lead skills-building training groups in their own shelters. The manual is divided into two sections. Part One focuses on organizational, administrative, and advocacy skills for shelter coordinators. The second section is devoted to specific curriculum or content areas, such as the mentally ill homeless, prevention and management of conflict, and working with homeless families. The manual provides a suggested blueprint for how to conduct training sessions, including sample curriculum designs, knowledge and skill overviews, case histories, and reference and special resources.

Dail, P.W. "The Psychosocial Context of Homeless Mothers with Young Children: Program and Policy Implications." *Child Welfare* 64(4):291-307, 1990. (JOURNAL: 17 pages)Control #00932

Homeless mothers with young children face special problems that damage their social and parental capacity. This study explores the psychosocial difficulties facing them. Variables include impulse control, emotional tonality, social relationships, morality, goal orientation, coping, psychopathology, social adjustment, and sense of fatalism or control. The results are interpreted for their value in designing social intervention programs for these mothers and children (author's abstract).

Francis, M.B. "Homeless Families: Rebuilding Connections." *Public Health Nursing* 8(2):90-96, 1991. (JOURNAL: 7 pages) Control #01355

Young families are the fastest-growing group of homeless people in the United States. Many women have suffered violations of physical and sexual abuse, reduced income through divorce, and discrimination in seeking housing. Families have been disconnected from their homes, an adequate income, health care services, school, and their families. Selected literature is reviewed to promote understanding and advocacy nursing for this high-risk population (author's abstract).

Haus, A. (ed). ***Working with Homeless People: A Guide for Staff and Volunteers.*** New York, NY: Columbia University Community Services, 1988. (BOOK: 116 pages) Control #00026

This handbook provides basic knowledge and information for working with homeless people, primarily in shelters or meal programs. The book is aimed at volunteers and staff who are not professionally trained and may have had little or no previous contact with homeless people. The chapters address issues such as working with homeless families, mental illness among homeless people, and securing entitlements. It is written in simple, straightforward language and provides excellent suggestions for handling challenging situations. While some of the information is specific to New York State, shelter and meal program providers everywhere will find this a useful addition to their training programs for volunteers and nonprofessional staff.

Henry Street Settlement. ***Homeless Family Shelter Management Training Project.*** New York, NY: Henry Street Settlement. In press. (TRAINING CURRICULUM) Control #00692

This is a series of seven trainers' manuals for one-day workshops on family shelter management and direct services. The manuals include both introductory and advanced material and are aimed at administrators, staff, and volunteers of shelters and agencies serving homeless families. The material generally falls into three categories: planning and management techniques; intervention strategies for use with clients; and knowledge of the societal and personal conditions involved in persistent family homelessness. The seven topics include: Understanding Homelessness, Task-Centered Problem Solving, Casework Strategies, Conflict Intervention, Programming for Permanent Housing, Working with Groups in Family Shelters, and Planning and Management of Services for Family Shelters. The curriculum consists of lectures, group discussions, written exercises, handouts, and role-playing. ***AVAILABLE FROM: Materials Resource Center, Office of Human Resource Development, New York State Department of Social Services, 40 North Pearl Street, Albany, NY 12243, 1-800-342-3715 or (518) 486-5816. (COST: Available for free three-week loan).***

Johnson, A.K. and Kreuger, L.W. "Toward a Better Understanding of Homeless Women." *Social Work* 34(6):537-540, 1989. (JOURNAL: 4 pages) Control #00720

The systematic study of homeless women has been minimal. Although recent scholarly research has begun to point out gender-based differences among homeless people, empirical support for differences within the subpopulation of homeless women still is lacking. In this article, the authors briefly review what is known about homelessness among women and offer empirical support for a key discriminating factor — whether homeless women are accompanied by dependent children (author's abstract).

Kelly, E., Mitchell, J.C. and Smith, S.J. "Factors in the Length of Stay of Homeless Families in Temporary Accommodation." *Sociological Review* 38(4):621-633, 1990. (JOURNAL: 13 pages) Control #01008

The authors identify factors related to the length of stay in temporary shelter for a sample of 526 homeless families. Key factors were the time of the year when the family was admitted into temporary accommodation and the reason for becoming homeless. Those who had been illegally evicted tended to take longer to be rehoused while those with rental or tenant difficulties took less time to be rehoused. Comparative profiles of the study families are included.

Long, L.A. ***Helping Homeless Families: A Training Curriculum.*** Long Island City, NY: La Guardia Community College, 1988. (TRAINING CURRICULUM: 209 pages) Control #00238

This curriculum serves as a guide to the knowledge and skills needed to work effectively with homeless families. It is aimed primarily at paraprofessional workers in shelters. The curriculum is clearly written and well-organized. Each of the five sections includes trainer notes, materials to be read by trainees, and case examples, all color-coded. The sections include: "How Families Become Homeless," "Special Problems of Homeless Families," "Relating to Homeless Families," "Working in Organizations and the Community," and "Programs for Homeless Families." Introductory information is provided on emotional disturbance in homeless children and types of adult mental illness.

Martin, J. "The Trauma of Homelessness." *International Journal of Mental Health* 20(2):17-27, 1991. (JOURNAL: 11 pages)
Control #01234

The author briefly reviews the reasons for loss of permanent housing and discusses the effects of homelessness on infants, school-age children, adolescents, and adults. She identifies the most common medical problems and emotional disturbance found among homeless children, noting that school-age children are particularly hard-hit by the homeless experience. The author concludes with a brief discussion of low-income housing and support services as solutions to homelessness.

National Law Center on Homelessness and Poverty. *Small Steps: An Update on the Education of Homeless Children and Youth Programs.* Washington, DC: National Law Center on Homelessness and Poverty, 1991. (REPORT: 40 pages)
Control #01254

Homeless children face many obstacles in trying to get a public education. Barriers include residency, guardianship, and immunization requirements, an inability to obtain school records, and a lack of comparable services. Other barriers, such as lack of transportation, also result in low attendance rates. In their 1989 report, DOE estimated that 28 percent of homeless school-age children do not attend school regularly, while advocates estimate that up to 50 percent are not attending school. Being deprived of an education can adversely affect any child, and the children in greatest need are those least able to obtain an education. The difference is no small matter; it could be the difference of preventing a homeless child from becoming a homeless adult. This report outlines the recent actions that have been taken to solve this problem. ***AVAILABLE FROM: National Law Center on Homelessness and Poverty, 918 F Street, NW, Suite 412, Washington, DC 20004, (202) 638-2535.***

Notkin, S., Rosenthal, B. and Hopper, K. *Families on the Move: Breaking the Cycle of Homelessness.* New York, NY: Edna McConnell Clark Foundation, 1990. (REPORT: 48 pages)
Control #00939

This highly readable publication uses case studies of nine families to illustrate the possibilities and difficulties of developing an intensive case management model for working with homeless families. The goal of this pilot project was to reduce the risk of repeat homelessness and help families stabilize in their new surrounding. The project's intensive case management services were time-limited, family-based, accessible, skills-oriented, and premised on low worker caseloads. The authors focus their study and recommendations on four specific areas: refining the intensive case management model; training the caseworker staff to apply the model; correcting adverse features of the multiple service agencies that affect the lives of formerly homeless families; and improving the planning and coordination of these multiple services. ***AVAILABLE FROM: Edna McConnell Clark Foundation, 250 Park Avenue, New York, NY 10017, (212) 986-7050.***

Robertson, M.J. "Homeless Women With Children: The Role of Alcohol and Other Drug Abuse." *American Psychologist* 46(11):1198-1204, 1991. (JOURNAL: 7 pages) Control #01263

For some women with children, alcohol and other drug use may be an important risk factor for homelessness because it may interfere with a woman's capacity to compete for scarce resources such as housing, employment, or services. The impact of various policy decisions on homeless women, their dependent children, and the family unit is considered, including women's right to privacy, criminalization of drug use, and scarcity of appropriate treatment programs for homeless women (author's abstract).

Siemon, D. *Creative Sources of Funding for Programs for Homeless Families.* Washington, D.C.: Georgetown University Child Development Center, 1990. (MONOGRAPH: 112 pages)
Control #00861

This monograph guides readers to the major sources of funding for services for homeless families available through the Federal government and the private sector. The focus throughout is exclusively on supportive services and not on housing. Also discussed are successful fundraising strategies used by homeless providers and some creative ideas for special fundraising events.

U.S. Department of Education, Division of Adult Education and Literacy. *Materials for Serving Homeless Adult Learners: A Resource Guide.* Washington, DC: Division of Adult Education and Literacy, July 1994. (44 pages)HO-22

This guide is intended to assist in linking service providers to existing resources and models, and to build awareness of the body of innovative work that has been developed for serving homeless adult learners. It describes materials for instruction, outreach and program management activities which were primarily developed in projects funded under the McKinney Adult Education for the Homeless Program. It includes sections on curriculum, information, and tools. ***AVAILABLE FROM: Adult Learning & Literacy Clearinghouse, 400 Maryland Ave., SW, Washington, D.C. 20202-7240, (800) 848-4815.***

Nonprint Resources

The following pages list various organizations and services that are potential resources for your instruction of homeless adults. Possible content area ideas are noted in parentheses following each organization. Some of these organizations have branches or offices nationwide; others are local in scope. (Asterisks* indicate that phone numbers and/or addresses for the agency are listed in Appendix B on page 111.) Please note that these lists are partial, and by no means exhaustive. All services and organizations are not available in all communities, especially in less-populated areas. Canvass your area for those that are available by reading the newspaper and listening to local radio and TV programs. Do not overlook the value of networking with colleagues, friends, and family to learn of local resources.

Government Organizations

A variety of information and printed materials, such as directories, can be obtained from government organizations. Government agencies may also operate crisis hotlines valuable to homeless adults. Representatives from government agencies may be willing to serve as speakers in adult education classrooms. To contact government agencies, consult the blue pages of your telephone directory.

- Libraries (special programs such as resume development)
- Mid-Manhattan Foundation Library* (funding sources)
- Fire Departments (fire safety)
- Police Departments (avoiding violence, reporting crimes)
- Cooperative Extensions (proper nutrition, family care)
- Child Protective Services (child abuse)
- Foster Care Systems (protections, legal issues)
- County Public Health Boards (immunizations, crisis hot lines, HIV testing)
- Offices of Alcoholism and Substance Abuse (alcoholism and other drug abuse)
- Offices of Mental Health (mental health services, crisis intervention)
- Offices of Mental Retardation and Developmental Disabilities (institutions and community-based services)
- Vocational and Educational Services for Individuals with Disabilities (legal protections, job training opportunities)
- NYC Human Resource Administration* (public assistance benefits, child care, shelter, transportation)
- County Departments of Social Service (public assistance benefits, child care, shelter, transportation)
- Departments of Labor (job searches, unemployment benefits)
- Adult Learning Educator's Clearinghouse, New York State Education Department* (resources on adult education)
- Office of Workforce Preparation and Continuing Education, New York State Education Department* (technical assistance and referral)
- Adult Education and Literacy Clearinghouse, U.S. Department of Education* (resources on adult education)
- Division of Adult Education and Literacy, U.S. Department of Education* (technical assistance and referral)
- U.S. Department of Housing and Urban Development* (housing)

Health-Related Institutions / Agencies

Instructors of homeless adults should be prepared to provide information on health and wellness because their students may not have access to regular medical care. Several health topics are addressed in the sample lessons of both Volume I and II of the *Education for Homeless Adults* manuals. If you are uncomfortable presenting this information or would like to address additional topics, you may wish to contact representatives from the following organizations for assistance in presenting or in obtaining materials. Consult the yellow pages of the telephone directory for agencies/services available in your area and for telephone numbers.

- Health Clinics (general and preventive health)
- Vision Centers (eyesight)
- Hospitals (emergency health care, first aid)
- Mobile Units (bloodmobiles)
- Mammography Units (preventive care, breast cancer)
- Centers for Disease Control* (information about infectious disease and AIDS/HIV, AIDS hot line)
- Hospice (terminal illness)
- Substance Abuse Treatment Centers (alcoholism and other drug abuse)
- Alcoholism Treatment Centers (alcoholism)
- Recovery Programs (alcoholism, other drug abuse, mental illness, eating disorders)
- Self-Help Organizations (12 Step - for example, Alcoholics Anonymous)
- Alanon/Narcanon (family or friends with alcoholism and other drug abuse)
- Councils on Alcoholism and Substance Abuse (education, intervention, treatment resources)
- The Minority Task Force on AIDS* (HIV/AIDS)
- Gay Men's Health Crisis Inc.* (HIV/AIDS)
- AIDS Council of Northeastern New York* (HIV/AIDS)
- Long Island Association for AIDS Care* (HIV/AIDS)
- Planned Parenthood* (family planning)
- Pregnant and Parenting Teens programs (teen pregnancy, parenting)

Business-Related Organizations

Many local businesses are willing to donate equipment, as well as to provide outreach programs or workshops. They may be willing to create linkages for providing work experience, job mentoring, and job shadowing. Companies may also encourage their employees to volunteer in your program. Consult the yellow pages of your telephone directory or contact the better business bureau in your area for names, addresses, and telephone numbers of large business in your area.

- ➢ Human Resource Departments of large corporate communities (employment opportunities)
- ➢ Corporate Boards (donations of equipment such as computers)
- ➢ Corporate Volunteers (volunteer staffing, fund-raising, community support)
- ➢ Local Banks (financial planning, fund-raising, community support)
- ➢ Small Business Administrations (self-employment)
- ➢ Retired Business Person's Organizations (various work experiences, such as volunteer staffing, child care, financial consultation)

Cultural Organizations

Many cultural organizations, such as those listed below, offer not only entertainment, but also educational programs. Often, you can arrange tours of such organizations by contacting them directly. Consult a local paper for cultural organizations in your area.

Museums
Theaters
Historical Societies
Musical Associations

Academic / University-Related Services

Local colleges and universities can serve as sources of equipment and materials, of student volunteers, and of continuing education opportunities. Some services on campus are often free and available to the public.

Service fraternities/sororities
Communications programs/departments
College volunteer projects
Community colleges
Student social workers as advocates
Libraries
Technology Centers
Boards of Cooperative Educational Services (BOCES)

Service Organizations

There are a plethora of service organizations available in most communities that can serve as excellent resources. They are a source of printed materials, information, advocacy, and volunteers.

- United Way Speaker's Bureau (community services)
- Salvation Army (basic needs)
- Red Cross* (first aid)
- Junior League (volunteers for community projects, fund-raising, community support)
- Gannett (newspapers, publishing)
- American Heart Association* (information on prevention and treatment of heart disease)
- Churches (spirituality, basic needs)
- Kiwanis (volunteers, fund-raising, community support)
- Volunteer organizations, such as Literacy Volunteers of America, Laubach (literacy)
- League of Women Voters (information about voting and other current issues)
- Legal Aid Societies (legal and protective issues)
- Housing Advocacy and Housing Rights Groups (housing, home-buying)
- Toys for Tots (children)
- Traveler's Aid (information about community shelter and services)
- Family Service League (information about community shelter and services)
- United Council of Churches (spirituality, basic needs)
- Catholic Charities Food and Nutrition Programs (basic needs)
- St. Vincent dePaul (basic needs)
- United Jewish Appeal (basic needs)
- B'nai B'rith (basic needs)
- Hetrick-Martin Institute* (information and services related to homosexuality)
- The Lesbian and Gay Community Center* (information and services related to homosexuality)
- Gay and Lesbian Action Against Discrimination (information and services related to homosexuality, protective and legal issues)
- Lambda Legal Defense and Education Fund* (protective and legal services related to homosexuality)

- Hispanica (protective and legal services related to ethnic issues)
- Black and Puerto-Rican Caucus (legislative issues)
- Association of Black Charities (fund-raising, community support)
- Birthright (cribs, formula, clothing, needs of pregnant women)
- New York State Coalition for the Homeless* (information and resources)
- The National Resource Center On Homelessness and Mental Illness* (resources on homelessness)

Instructional Materials - Print

Magazines and Newspapers

Magazines and newspapers are particularly appropriate to use in the classroom. Their content is current and their subject matter is varied. A wide range of interests can be accommodated by just a few different magazines. (For some ideas of both magazines and subject matter, see the list below.) Children's magazines can also be useful to promote family literacy. Often, these materials can be obtained for free by asking friends and colleagues to donate magazines they have finished reading. Newspapers are multipurpose: listing things to do in the local area, promoting items and services, informing about current news, posting job opportunities, and advertising housing availabilities. For example, Sample Lesson 40 in this instructional guide asks students to use their local newspaper in their housing searches.

Magazine Titles

Ebony
Vitality
Pennysaver newspaper
Consumer's Reports
Consumer's Index to Product Evaluation and Information Sources
Consumer's Digest: Best Buys, Best Prices, Best Reports for People Who Demand Value
Highlights for Kids
Reader's Digest
Sports Illustrated
Newsweek

Subject Matter

health/physical fitness
current events
child rearing
science
cooking
fashion
automobiles
entertainment

Miscellaneous

Any written material can be used in a reading, writing, geography, or math lesson. Using such materials promotes contextualized learning because important and relevant information is incorporated as the content for instruction. Consider using the following materials:

Junk mail
Yellow pages
Housing booklets
Rental agreements
Product warranties
Supermarket fliers
Recycling information
Utility and phone bills
Credit card information
Bus and train schedules
Heating assistance programs
Paperwork regarding benefits
Applications for driver's license
Political brochures and pamphlets
Maps: subway, bus, street, tourist
Labels of cans and medicine bottles
Banking information, e.g., student loans
Parenting brochures, e.g., well-baby information
Brochures/fliers from museums, parks, and beaches about summer programs, special events, and concerts

An excellent book entitled *Trauma and Recovery* (New York: BasicBooks, 1992), by Judith Lewis Herman, M.D., discusses how people react to traumatic events. While not focusing specifically on homelessness, the content of the book offers a framework for working with anyone scarred by a traumatic event.

Instructional Materials - Nonprint

Videotapes

Videotapes are valuable resources for adult education instructors. This medium is generally nonthreatening, even friendly, to both instructors and learners. Shows and documentaries on relevant topics, such as health or unemployment, can be recorded from cable or network television to present during class as trigger films for discussion. There is a

large selection of commercial videotapes that can be used as the basis for instructional units on a variety of topics, such as cultural diversity, parenting, etc. You can rent such films as:

American Me	*Boyz in the Hood*	*Educating Rita*
Fisher King	*Malcolm X*	*Parenthood*
Paris is Burning	*Prince of Tides*	*Serafina*
The Colored Museum	*Stand and Deliver*	

There are many videotapes available that are developed specifically for instructional or staff development use. The New York State Department of Education has provided funds for the production of the following videos:*

Family Literacy: An Intergenerational Approach to Learning
From Incarceration to Productive Lifestyle
Health Promotion for Adult Literacy Students: An Empowering Approach
HIV Education for Adult Literacy Programs
Language Competencies for Beginning ESL Learners
Marketing Your Adult Literacy Program
Reading to Children
Teaching Adults with Learning Disabilities
The NYS Place Test
Workplace Literacy: Why? What? How?

*Available from Albany Educational Television, City School District of Albany, 27 Western Avenue, Albany, NY 12203 (518) 465 - 4741.

Music Tapes

Music is a wonderful adjunct to instruction for background, breaks, relaxation, associating feelings, etc. Record your own or borrow from a friend or a library.

Miscellaneous

Many activities that may initially seem "offbeat" are appropriate to use for instructional purposes. A few examples are listed below.

- An on-site chorus can be established as a forum for building a sense of community. A sense of belonging is very important to persons without homes, so be sure that you have the time and commitment necessary to carry out this activity.

- Art is a very effective tool for expressing oneself, especially for those people who may not yet have writing skills or who are frustrated easily by writing. Students can organize and orchestrate an art show to display their works of art.
- Drums have been used in many cultures to communicate and gather as a community. Enlist someone, either from inside or outside of the class, who is knowledgeable about drum music to demonstrate playing the drums to the class. Discussion can follow regarding various methods of communication.
- Collages are a fun way to foster a learning community. Students can contribute snapshots of themselves and pictures depicting their culture to a classroom collage entitled "Who are we?". Students can also create their own collages with pictures of their family, interests, and hobbies. Cameras and film are effective in engaging learners, but be sure to receive permission from the subjects of the photographs before taking pictures. Sometimes libraries have cameras available for loan.
- Cooking as a community develops or improves many skills. Students can practice reading and following instructions when using recipes. Math skills are reinforced when computing calories and fat and when making out budgets. Time management and sharing food (space, equipment, etc.) in homeless shelters can be discussed.

People

People are a wonderful, although often overlooked, resource. They can be used as speakers, panel members, and mentors. For example, former homeless individuals or families can share inspirational stories for surviving and overcoming the homeless experience. Employers or small business owners, such as beauticians, are often willing to discuss the nature of their businesses and what they look for in employees. Persons with HIV or AIDS can share their experiences to help promote sensitivity and awareness. Finally, support groups of people in and outside of the class can be formed to help homeless adults cope with various issues, such as alcohol abuse.

Using the Sample Lessons

The sample lessons in this guide were developed with the input of experienced instructors to meet the needs of homeless adults. They build upon and reinforce the skills presented in the sample lessons of Volume I of *Education for Homeless Adults: Strategies for Implementation*. Sample lessons 1 - 24 are in Volume I; 25 - 43 begin on page 33 of this volume. The lessons in this volume are listed on the following page. Any handouts referred to in the lessons are included in the section immediately following the sample lessons.

On pages 30-32, all of the sample lessons in both Volume I and Volume II are listed in charts for easily locating appropriate and related lessons in each volume. The lessons are grouped by goals, which are listed in Column 1. Column 2 indicates the objective or main skill of the lesson. The related academic skills also listed in Column 2 will help students achieve the objective. The number and title of the sample lesson, followed by the volume and page number (in parentheses) where the sample lesson can be found, are listed in Column 3. Some of the lessons may fit into more than the one category in which it is listed. Feel free to use the lessons in whichever way you find most helpful.

Many of the goals of the sample lessons in Volume I are repeated in Volume II due to the feedback received from users of the original document. They said that these goals are particularly relevant to the homeless population and that more lessons addressing these goals are needed. As instructors, you are the most knowledgeable about your specific students, so mix and adapt the lessons as they will best meet your students' needs and interests.

As in Volume I, all of the lessons in this volume have been used by educators of homeless adults and have been found to be effective in meeting the unique needs of these learners. The lessons are also applicable to other learners with whom you may interact. For example, you or your colleagues may work with incarcerated youth. Many of these lessons are appropriate for them too.

Sample Lessons

25. Schooling: Then and Now 33
26. Passages 35
27. After A While 37
28. Communicating through Body Language 39
29. Recognizing Communication Styles 41
30. Using "I" Statements 45
31. Who Am I? (Resocialization) 47
32. Fighting Fair: Making Our Relationships Better 49
33. Separating Professional and Personal Relationships 53
34. Planning a Recreational Activity 55
35. Physical Fitness and Exercise 57
36. HIV Education 59
37. Stress Management 61
38. Organizing Personal Goals 63
39. Finding a Home That's Right for You 65
40. Doing the Legwork: Finding Housing You Can Afford 67
41. Preparing for the Workplace (Socialization) 69
42. Self-Employment: Creativity Counts 71
43. On the Job: Using Office Equipment 73

GOALS	OBJECTIVES/ *Related Academic Skills*	LESSONS (VOL.-PAGE)
Developing Interpersonal Skills	Respecting others/ *Communication*	4. Making the Classroom a Safe Place for Learning (I-33)
	Overcoming stereotypical thinking/ *Writing, critical thinking*	5. Belonging to Groups (I-35)
	Active listening/ *Written and oral communication*	6. Respect - What a Difference It Makes (I-37)
	Overcoming self-doubt/ *Classifying*	9. Addressing the Committee in Your Head (I-43)
	Identifying self-perceptions/ *Reading, collaboration*	31. Who Am I? (II-47)
	Resolving conflict/ *Written and oral communication, assessing*	32. Fighting Fair: Making Our Relationships Better (II-49)
	Developing appropriate job behavior/ *Writing, problem solving*	33. Separating Professional and Personal Relationships (II-53)
Organizing and Planning to Reach Goals	Setting goals/ *Evaluating*	7. Confronting the Bear (I-39)
	Developing a newsletter/ *Writing, reading, time management*	20. Publishing a Student Newsletter (I-65)
	Following directions/ *Reading, planning*	21. Home Cooking (I-67)
	Assessing personal goals/ *Communication, problem solving*	38. Organizing Personal Goals (II-63)
	Prioritizing needs/ *Assessing, communication, problem solving*	39. Finding a Home That's Right for You (II-65)
	Decision making and budgeting/ *Math, writing, research*	40. Doing the Legwork (II-67)

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Taking Responsibility: Health, Wellness, and Child Care	Developing good health habits/ *Research, writing, decision making*	16. Healthy, ~~Wealthy~~, and Wise (I-57)
	Increasing awareness of TB/ *Reading, planning, communication*	17. Tuberculosis Awareness (I-59)
	Meeting your child's needs/ *Communication, assessing, problem solving*	18. Your Child's Most Important Advocate (I-61)
	Valuing recreation as part of wellness/*Planning, evaluation*	34. Planning a Recreational Activity (II-55)
	Engaging in physical fitness/ *Planning, communication*	35. Physical Fitness and Exercise (II-57)
	Increasing awareness of HIV & AIDS/*Communication*	36. HIV Education (II-59)
	Managing stress/*Concentration, relaxation*	37. Stress Management (II-61)
Building Self-Awareness and Self-Esteem	Increasing awareness of self and others/*Geography*	1. Getting to Know You (I-27)
	Examining lives/ *Problem solving*	2. Your Personal Universe (I-29)
	Identifying learning styles/ *Self-assessing, classifying*	3. Discovering Your Learning Style (I-31)
	Changing behaviors/*Planning, evaluating, writing*	8. Taking Control of Your Life (I-41)
	Valuing life experience/*Writing*	10. Personal Histories (I-45)
	Identifying talents/*Written and oral communication, leadership*	11. Blow Your Own Horn! (I-47)
	Developing personal expression/*Writing*	12. Dear Diary (I-49)
	Facilitating learning/*Reading, analysis, writing*	25. Schooling: Then and Now (II-33)
	Adapting/*Comparison, application, writing*	26. Passages (II-35)
	Valuing one's self/*Reading, communication*	27. Comes the Dawn (II-37)

Using Resources to Develop Autonomy	Learning about resources/ *Research, writing, problem solving*	13. Using Community Resources (I-51)
	Information gathering/ *Reading, vocabulary*	14. In Today's Headlines (I-53)
	Locating resources/ *Research, consensus building*	15. Accessing the Public Library System (I-55)
Developing Employability Skills	Developing action plans/ *Problem solving, research*	22. Experience + Interests = Career (I-69)
	Completing forms/ *Analysis, research, writing*	23. Pocket Resume and Interview Information (I-71)
	Developing interviewing skills/ *Vocabulary, presentation, evaluation*	24. Ready, Set, Interview! (I-73)
	Increasing job readiness/ *Presentation, communication*	41. Preparing for the Workplace (II-69)
	Exploring self-employment/ *Planning, presentation*	42. Self-Employment: Creativity Counts (II-71)
	Operating office equipment/ *Using tools, communication*	43. On the Job: Using Office Equipment (II-73)
Improving Communication Skills	Developing a newsletter/ *Writing, reading, time management*	20. Publishing a Student Newsletter (I-65)
	Communicating nonverbally/ *Writing, application*	28. Communicating through Body Language (II-39)
	Distinguishing communication styles/ *Analyzing*	29. Recognizing Communication Styles (II-41)
	Communicating assertively/ *Oral interpretation*	30. Using "I" Statements (II-45)

25. Schooling: Then and Now

Goal: To explore the effect of past schooling on the learner's current attitude toward learning.

Outcome Objectives: The learners will:

- Be more enthusiastic about accomplishing learning goals.
- Initiate new learning with greater enthusiasm.
- Have more confidence in their ability to perform in the classroom.

Instructional Materials & Resources

- HANDOUT A: Schoolhouse (page 75)
- Flipchart and markers
- HANDOUT B: *The Story of Sean* by Guy Dodd (page 77)

Activity 1 Learners will receive HANDOUT A: *Schoolhouse*, which is a graphic of a "typical schoolhouse." Learners will respond to the graphic by listing or saying words that come to mind when thinking of school. This activity is repeated as a large group, with instructor recording feelings/words on flipchart.

Activity 2 Learners will discuss feelings/words listed and relate how past schooling can have a big impact on later schooling attempts, as well as on life. Instructor can facilitate discussion by asking open-ended questions, such as:

"Why did you use [particular feeling/word]?"
"Why are some of the feelings/words used so commonly?"

Facilitator may also wish to explore some of the stronger feelings/words listed by individual learners.

Activity 3 Students will listen to or read HANDOUT B: *The Story of Sean*. Afterwards, students will discuss the following questions:

"How did people at Sean's school view him?"
"How did Sean's teacher view him?"
"What was really going on in Sean's life?"
"When have you felt like Sean?"
"How would you have treated Sean before you knew his history?"
"How would you treat Sean now that you know about his history?"
"What does this story tell us about how we should relate to others?"

Learners may identify with aspects of Sean's story and should be encouraged to share their own experiences.

Activity 4 Learners will consider the impact their past schooling has on their present attitude toward learning. A direct connection between their earlier experiences and now may be drawn out by asking questions like:

"How do you think your own school experiences have affected your self-esteem/enthusiasm for learning?"

"How does it affect your participation in this program?"

"How will it impact your future goals?"

"How can you address some of these 'attitudes' to lessen the possible negative impact and enhance positive ones?"

Learners should then brainstorm for ways to overcome these attitudes/barriers.

Activity 5 Learners may complete the story by writing their own ending, which can be shared or discussed with the class.

26. Passages

Goal: To be aware of our changing worlds as we grow older.

Outcome Objective: The learners will understand how changing roles and responsibilities that come with age can impact on their lives and relationships.

Instructional Materials & Resources

- Flip chart
- Magic markers
- Masking tape

Activity 1 The instructor will write age groups 60-70, 50-60, 40-50, 30-40, 22-30, 16-22, 12-16 on separate sheets of newsprint and post them around the room. Each sheet of newsprint will have the following three headings: roles, opportunities, and challenges.

To help stimulate discussion, an illustrative sheet will also be posted. Here is an example of what it could look like:

Roles	Opportunities	Challenges
Father	To be a good parent	Drugs and other negative influences on children
Student	To get my GED	Not enough time to spend at the learning center
Worker	To provide for my family	Not enough money
Basketball player	To help my community	Violence in my community

Learners will add their ideas about roles, opportunities, and challenges on each of the posted sheets. Class will then discuss how each of the age groups or stages is portrayed (probably for

both men and women), observing the differing roles, opportunities, and challenges. Finally, similarities and differences among the different age groups or stages will be examined.

Activity 2 The instructor will divide class into seven small groups. Each small group will represent one of the seven age groups or stages discussed in the first activity. Each group will then develop a role-play situation, poem, song, short story, or other activity to portray that age group or stage to the class.

Activity 3 Each group will examine how the different characteristics portrayed affect the life of the individual and how the individual is perceived by others.

27. After A While

Goal: To promote learners' awareness of self-worth and of the need to care for themselves in order to care for others.

Outcome Objective: Learners will become aware that they are responsible for their own self-worth and for meeting their own special needs.

Instructional Materials & Resources

➢ HANDOUT C: *After A While* (page 79)

Activity 1 Instructor or one of the learners will read the poem, *After A While*, aloud. Learners may follow along with their own copies or just listen.

Activity 2 Learners will find a partner to discuss what the poem means to them, and how it relates to their own lives.

Activity 3 As a large group, learners will discuss what strengths they have developed through their life experiences. They will talk about what they need to "plant in their own gardens" and why.

28. Communicating through Body Language

Goal: To recognize the power of body language in carrying out our intended or unintended messages.

Outcome Objective: The learners will become aware of the impact of body language such as gestures and other nonverbal communication.

Instructional Materials & Resources None

Activity 1 In a large group, instructor will give a brief presentation, and elicit discussion, on various aspects of communicating by gestures including:

- the meaning of gestures;
- how gestures cause misunderstandings; and
- how gestures have different meanings in different cultures.

Students can contribute gestures as instructor elicits varying interpretations. Finally, discussion can be guided toward family, looking at gestures which create misunderstanding, particularly with children.

Activity 2 Learners will form small groups of four to six people. Learners will have five minutes to think of a situation which happened to them recently. These situations can be simple, such as:

- almost bumping into someone,
- being preoccupied and not hearing a family member talking,
- getting lost,
- jumping into cold water,
- describing something "cute" your child did, etc.

A volunteer will act out his/her situation without speaking. The others in the group will then write down what they think happened in that incident (about five minutes). After all group members have acted out their situations, learners will discuss the importance of gestures, what the gestures mean, and how they are interpreted.

29. Recognizing Communication Styles

Goal: To increase learners' awareness of various communication styles, and to improve their own communication styles.

Outcome Objectives: The learners will:

- ➢ Distinguish between aggressive, assertive, passive, and passive-aggressive styles of communication.
- ➢ Recognize the benefits of asserting oneself.
- ➢ Recognize the benefits of being aggressive and passive at the appropriate times.

Instructional Materials & Resources

- ➢ HANDOUT D: *Are You Aggressive? Passive? Assertive?* (page 81)

Activity 1 Learners will complete HANDOUT D: *Are You Aggressive? Passive? Assertive?* After finishing the questionnaire, the instructor will point out the four types of responses:

Aggressive:	being ready and willing to engage in direct action without considering others' feelings
Passive:	offering no opposition or resistance so as to please others or to avoid conflict
Passive-aggressive:	indirectly expressing feelings without taking responsibility for resolving the problem
Assertive:	positively and confidently speaking up for needs while being respectful of others

Another way to describe the differences is to think about personal space and boundaries:

Aggressive:	steps into someone else's space; bullies others
Passive:	lets people walk over boundaries; becomes a doormat
Passive-aggressive:	disrespectful of or injurious to others and doesn't satisfy own needs
Assertive:	defends boundaries and respects others' space; expresses opinions while caring about others' feelings

Activity 2 The class will break into small groups. Using HANDOUT D, the groups will identify the responses to the situations as aggressive, passive, passive-aggressive, or assertive. (The communication style used for each response is identified on the *Key to* HANDOUT D on page 84 of this document.) What might the consequences be of using each of the responses? Which approach offers the most advantages? What are the advantages and disadvantages of each of the styles?

Activity 3 As a large group, learners will discuss people they know (without using names) who use the four different styles of communication. (**Note**: People discussed should **not** be other students in the class.) The learners will answer:

"How do I feel when interacting with these people?"
"Which style do I use most often with people? Why?"
"Do I use a different approach with different people in my life?"

Activity 4 Learners will volunteer to role-play some of the scenarios presented in HANDOUT D. Each of the four communication styles should be demonstrated in the role-playing activity to illustrate how interactions might differ.

Instructor can summarize the lesson on the benefits of assertiveness by referring to "Guidelines for Behaving Assertively," as listed on the following page.

Guidelines for Behaving Assertively

1. When expressing refusal, express a decisive "no"; explain why you are refusing, but don't be unduly apologetic. Where applicable, offer the other person an alternative suggestion or course of action.
2. Give as prompt and brief a reply as you can, without interruptions.
3. Insist on being treated with fairness and justice.
4. Request an explanation when asked to do something unreasonable.
5. Look the other person in the eye. Check your other body language for things that might convey indirectness or lack of self-assurance (e.g., hand over mouth, shuffling feet). Watch your voice tone and inflection, making sure your voice is neither a soft whisper nor overly loud.
6. When expressing annoyance or criticism, remember: comment on the person's *behavior*, rather than attack him/her.
7. When commenting on another's behavior, try to use "I-statements." Ex.: "When you keep canceling out on social arrangements at the last minute, it causes a lot of inconvenience to me and I feel really annoyed." Where possible, offer a suggestion for an alternative behavior: "I think we'd better sit down and try to figure out a better way of planning our time together so we can cut down on this kind of inconveniencing."
8. Be clear about your *goals* in asserting yourself. Questions to ask yourself include: Do I want to placate the other person or prove that I'm better and smarter? Do I want to express some of my upset feelings and also indicate how I care very much for that person? Try to identify self-defeating or hidden agendas and replace them with more communication-facilitating goals.
9. In thinking about the situation, try to replace your anger, anxiety, and guilt-eliciting thoughts with more calm-producing ones.
10. Remember that as you begin to behave more assertively, you are likely to experience discomfort. It will take time and much practice to learn to think, act, and feel the way you prefer.
11. Keep a log of your assertion-related responses; review them, talk them over with a friend to get some feedback.
12. Tackle less anxiety-evoking situations first; don't leap into the most emotionally-laden situation you can think of right away!
13. Reward yourself in some way each time you've pushed yourself to make an assertive response - whether or not you get the desired response from the other person.
14. Don't berate yourself when you behave nonassertively or aggres-sively. Instead, try to figure out where you went astray and how you can improve your handling of the situation next time.

30. Using "I" Statements

Goal: To provide learners with assertive communication skills.

Outcome Objective: The learners will be able to use "I" statements in interpersonal communications.

Instructional Materials & Resources

- Flip chart or blackboard
- Paper and pencils
- HANDOUT E: *Feelings Inventory* (page 87)
- Container full of negative messages

Activity 1 Instructor or learners will write down on individual slips of paper statements that send negative messages, such as:

"You don't care about my feelings." (Blame)
"You never tell me the truth." (Accusation)
"Get me something to eat." (Command)
"You act like a pig whenever we go out." (Name calling)
"Nice of you to finally show up." (Sarcasm)
"Can't you do anything right?" (Criticism)

The slips of paper will be placed into a box or envelope. Learners will pick one slip of paper and, with the appropriate feeling, read the message aloud. Discussion will ensue, prompted by these questions:

"How did you feel about giving the message?"
"Would you feel differently if you said it to your spouse or partner?"
"How do you think the person receiving the message feels?"
"Why do we say these kind of things?"
"What is the real message we are trying to send?"
"Do we want something from the person we are talking to, and if so, what?"

Often messages are delivered with blame, sarcasm, accusation, and criticism, which are upsetting to the receivers of the messages. This indirect and often insulting way of communicating does not usually achieve its desired outcome. People often speak like this to their children. Learners should brainstorm other examples of what parents say to their kids or what was said to them as they were growing up. The learners should discuss how this made them feel.

Activity 2 Learners should review the many different feelings listed on Handout E: *Feelings Inventory* as an introduction to sending "I" messages.

"I" messages indicate the effect of other people's behavior on oneself. There is no blaming or criticizing, but simply an observation of what the person did and its effect. An example of an "I" message is:

"I was angry last night when you didn't pay attention to me."

This might be followed up by asking for some specific change, such as:

"I'd like you to spend more time with me when we go somewhere together."

Remember too, *how* something is said delivers as much a message as *what* is said. The tone of one's voice can send a blaming message even if the words don't.

Activity 3 Each learner will practice writing "I" messages, either by rewriting the negative messages discussed in Activity 1 (Blame, Accusation, Command, Name calling, Sarcasm, and Criticism) or by incorporating the words listed on Handout E: *Feelings Inventory* into "I" messages. After this, learners will form small groups to share what they have written and get feedback on the clarity of their messages.

Activity 4 Learners will select one of their "I" messages to practice. Everyone walks around the room, until eye contact is made with another. These partners then take turns saying their "I" message to each other. This process is repeated for several rounds. Group discussion will ensue on how the learners feel as both givers and receivers of "I" messages.

The lesson will conclude with a reminder from the instructor to practice this new form of communication. Sending "I" messages is one way to begin communicating assertively in order to get one's needs met while respecting others.

31. Who Am I? (Resocialization)

Goal: To understand our perceptions of ourselves and how we can change them.

Outcome Objectives: The learners will:

- ➢ Contrast their own and others' perceptions of them.
- ➢ Identify how they can change their own negative perceptions of themselves.

Instructional Materials & Resources

- ➢ Signs (drug addict, recovering addict, woman, man, gay, old, young, black, white, homeless, Asian, Hispanic, victim, alcoholic, recovering alcoholic, wife, mother, lover, father, etc.)
- ➢ HANDOUT F: *Who Am I?* (page 89)

Activity 1 Instructor and/or learners should prepare signs as described under Instructional Materials above. Instructor should first check to make sure that learners understand all of the words written on the signs. Learners then stand next to the sign which best describes them. The choices will be discussed and learners will again choose a category. This process will be repeated several times.

Activity 2 Learners will complete HANDOUT F: *Who Am I?* Depending upon the learners' skills, instructor may read along as learners are filling in words. Upon completion, learners will discuss their answers in small groups. In cases where their own and others' perceptions don't agree, they may choose to discuss the discrepancy. The large group will discuss differences in perceptions and how to appropriately handle those differences.

32. Fighting Fair: Making Our Relationships Better

Goal: To improve relationships by resolving conflict constructively.

Outcome Objectives: Learners will:

- Identify their partner's and their own behavior during conflict.
- Describe ways to express their anger constructively.
- Know rules of fair fighting.

- HANDOUT G: *Do You Get What You Want When You Argue?* (page 91)

Activity 1 Instructor will prompt group discussion about conflict in relationships by asking if there is such a thing as good and bad fighting:

"What makes you angry in your relationships?"
"How do you express your anger?"
"Are you able to resolve your problems?"

Learners will complete HANDOUT G: *Do You Get What You Want When You Argue*? Instructor will then ask for other behaviors not listed which come up during arguments with partners.

The instructor should repeat that this class discussion will be focusing on unfair fighting, which occurs in many relationships. When learners have a good understanding of the differences between behaviors that are unfair and those that are dangerous, an expert might be invited to talk with the class about conflict. In most counties, such an expert can be found at dispute resolution agencies. (See Appendix C for a list of Community Dispute Resolution Centers in New York State).

Activity 2 Volunteers will role-play an argument between a man and a woman. The class can choose the subject of conflict: money, kids, or trivial things that mask the real problem. In the role-play, the volunteers will demonstrate some of the behaviors previously discussed. The class will determine whether these behaviors help solve the problem or create new ones. They will identify the real issue in the argument. What would they change to make this fight "fair"?

Activity 3 The class will list rules for "fair" fighting. Learners will probably know most of the rules, including rules recommended by different "experts." Class will divide into small groups of three or four to come up with a list of rules to use for arguing, e.g., no name calling. Each group will report back with their list, which will be recorded by the instructor on newsprint or on the blackboard. Instructor should add any well-known rules that may have been overlooked, such as using "I" language in expressing feelings. (See Sample Lesson 30, *Using "I" Statements*, for more information on "I" messages.) Some other rules for a fair argument are listed on the next page of this guide.

Activity 4 The learners should choose the rules they will follow when angry with their partner. Before they ask their partner to change, they will be working on changing their own behavior to see if it makes a difference in the way the fight develops. They may choose to work on just one rule, such as not bringing up the past.

Activity 5 Volunteer learners will role-play a situation demonstrating some of the "fair fight" rules. They can repeat the same role-play situation with new behaviors. Instructor should emphasize that one partner can make a difference by changing his/her response, even if the other partner is stuck in the old ways of unfair fighting.

Activity 6 Learners will be encouraged to write a letter to their partners relating how they would like to make a positive change in their relationship, and that they will be trying to use some new rules during arguments. Instructor should remind learners that change takes time and practice, and that counseling may be appropriate in some cases.

Activity 7 If fighting goes beyond the kind of behaviors that have been discussed or if violent behaviors are described, the instructor needs to clearly state that no one deserves to be hit under any circumstances. Rules for fair fighting will probably not be effective if conflicts are already violent. In this case, the instructor may want to invite a representative from the local police department to talk with the class about what to do if a conflict becomes violent. This information will probably be helpful to the learners, either personally or as it affects someone close to them.

Rules for a Fair Argument

(How to Have an Argument With Your Partner and Remain Friends)

Fair Behaviors

Showing respect
Giving your reasons
Staying on the subject
Speaking one at a time
Looking for compromises
Admitting when you are wrong
Having time-outs and breathers
Allowing each other equal time
Being honest with yourself and the other person

Unfair Behaviors

Denying the facts
Bringing up the past
Bringing up other conflicts
Giving the silent treatment
Forcing, hitting, or threatening
Reading the other person's mind
Intimidating or threatening violence
Using sex to influence the other person
Dumping all of your complaints at once
Expecting to win while your partner loses
Name calling or putting down the other person
Changing the rules without telling the other person

33. Separating Professional and Personal Relationships

Goal: To distinguish between professional and personal relationships/ behaviors.

Outcome Objectives: The learners will:

- ➢ Recognize that problems at work can be caused by transferring problems from personal life.
- ➢ Adopt appropriate behavior on the job and in personal life.
- ➢ Develop strategies for handling interpersonal experience.

Activity 1 Three volunteer learners role-play the following scenario (N.B., genders can be reversed):

While sitting at his desk at work, a man receives a phone call from his wife (or mother, girlfriend, etc.). He begins to argue with the caller and ends the phone call by angrily hanging up on the caller. Very shortly after he slams down the receiver, his female boss stops at his desk to ask him to do a simple task. He blows up at his boss and walks out very mad.

Activity 2 The instructor facilitates class discussion by asking the following types of questions:

"What did the boss ask the man to do?"
"How did the man respond to the boss' request?"
"Why did the man get mad at his boss?"
"Who is the man really mad at?"
"How did he handle his anger?"
"What might happen because of the man's blowup at his boss?"
"What should he have done with his anger?"

Learners should conclude this activity by generating a list of appropriate behaviors for this situation.

Activity 3 Learners will think of an employer, supervisor, counselor, case manager, etc. who shares certain characteristics with a family member or close friend, and write down scenarios where they might transfer feelings from one to another. In small groups, they will brainstorm a plan for preventing this transference.

34. Planning a Recreational Activity

Goal: To plan and participate in a recreational activity

Outcome Objectives: The learners will:

- Select, plan, and participate in a recreational activity.
- Gain appreciation for the value of recreation and its impact on wellness.

Instructional Materials & Resources

- Flip chart
- Markers
- Local newspapers

Activity 1 Learners will brainstorm recreational possibilities, which will be recorded by the instructor. Learners will be encouraged to consult other sources, such as the local newspaper, for activities they would enjoy doing. Instructor will facilitate short discussion among learners by asking:

"Why did you choose this activity?"
"What do you expect from this activity?"

Learners will then develop a plan for carrying out the recreational activity of their choice. This plan will include identifying necessary resources, such as money, transportation, people, schedules, equipment, and other paraphernalia.

Activity 2 Once the resources have been identified, learners will develop plans for implementing their recreational activity and carry out the plan (probably outside of the classroom).

Activity 3 In follow-up to activity two (above), learners will evaluate their recreational activities by determining whether their expectations of the event came true. Learners will discuss why or why not their expectations were fulfilled. The importance of planning for recreation as a key element of promoting wellness should be emphasized during class discussion.

35. Physical Fitness and Exercise

Goal: To be aware of the range of activities which can contribute to physical fitness.

Outcome Objectives: The learners will:

- ➢ Identify various physical activities in which they can easily engage.
- ➢ Plan and implement a group, family, or individual recreational activity to improve physical fitness.

Instructional Materials & Resources Common physical fitness equipment such as water bottle, stopwatch, bat, ball, barbell, workout glove, sneakers, rollerblades

Activity 1 Instructor and learners will bring in common fitness equipment and describe the various uses in physical fitness activities. Individuals in class will talk about their experiences with physical fitness activities.

Activity 2 Class will bring in or draw pictures related to physical fitness and make a collage.

Activity 3 Each learner will develop a plan for group, family, or individual recreational activities including location, cost, and needed equipment. The learners will describe how their plans will improve the physical fitness of the participants. Upon implementing their plans, each of the learners will discuss the successes and problems in carrying them out.

36. HIV Education

Goal: To understand the importance of communication in preventing HIV infection.

Outcome Objectives: Learners will be able to:

- ➢ Correctly describe three ways that HIV can be transmitted and how transmittal can be prevented in each case.
- ➢ Show support to someone who is HIV-infected or has AIDS.
- ➢ Talk about HIV infection, AIDS, and prevention with sexual partners.

Instructional Materials & Resources

- ➢ *HIV Education for Adult Literacy Programs* (See page 26)
- ➢ Fishbowl or other container
- ➢ VCR and monitor/TV
- ➢ Little pieces of paper

Activity 1 **Caution: Class should be warned that talking about AIDS/HIV may generate strong feelings in class members, especially if they are infected themselves or have friends or family infected with HIV or AIDS.** Introduce the first activity by discussing its purpose — to provide information about HIV infection and AIDS. If instructor is comfortable with the topic, proceed with presentation on the basic facts of HIV/AIDS, including transmission and methods of prevention. If the instructor is not comfortable presenting the material, an outside expert should be invited into the classroom. For whom to contact in your area, please see the list of HIV/AIDS Education Regional Training Centers in Appendix D.

Activity 2 Instructor or learners should prepare the pieces of paper by writing one of the following statements on each:

Working
Having sex
Preparing food
Having children
Receiving blood transfusions
Drinking from a water fountain
Hugging
Giving blood
Playing sports
Drinking alcohol
Using a public toilet
Using intravenous drugs

Place the pieces of paper into the fishbowl or container. Each learner selects one piece of paper and explains if HIV can be transmitted under those circumstances.

Activity 3 Learners view the first 10 minutes of the "Providing a Supportive and Sensitive Environment" video (included in the video package referenced above) or listen to a talk by an HIV-infected person, other expert, or family member of an HIV-infected person. Learners discuss how people who care for an HIV-infected person can show their support.

Activity 4 Once the students are comfortable with one another (perhaps after three or four sessions), introduce the concept of role-playing in learning to communicate about HIV infection and AIDS. An appropriate situation to role-play is as follows:

Helen heard on the TV the other day that women need to worry about getting AIDS, too. The program said that sexual partners of bisexual men or intravenous drug users can get AIDS and need to protect themselves. She is worried because her sexual partner used drugs. She decides to talk to him about it, but he refuses to discuss the matter. He says that he could never get AIDS. (For additional role-playing ideas, refer to the instructional guide entitled *HIV Education for Adult Literacy Students: A Guide for Teachers*, included in the video package referenced above.)

Ask the group to describe the role-play and their feelings while acting out the role-play. Discuss barriers to communication, especially the issue of violence, and ways to get around them. Ask students about situations requiring communication about HIV infection and AIDS to family members, friends, and coworkers. Stress the importance of passing on accurate prevention information to others.

37. Stress Management

Goal: To manage stress by finding inner peace.

Outcome Objective: Learners will be able to use music, nature sounds, and guided visualization to relax and find inner peace.

Instructional Materials & Resources

- Tapes of learner's choice: nature sounds, "new age" or soft, classical music (these can be borrowed from the local public library, other students, etc.)
- HANDOUT H: *Guided Visualization* (page 93)

Activity 1 Instructor should prepare students for relaxation by relating that everyone has the ability to find inner peace. It is an inner resource that can be tapped into to take a break from the everyday world. This may be difficult for someone who has never done it before. With practice, it becomes easier to quiet one's mind and get in touch with the serenity inside. If the learners become distracted, the instructor should gently bring their attention back to the music or the sounds or whatever technique utilized. There are many ways to achieve this state of inner relaxation, but this lesson will use sound and creative imagery.

Activity 2 Learners should sit comfortably in their chairs, feet flat on the floor, and hands in their laps. Learners should note how they are feeling by mentally scanning their own bodies for especially tense areas. Learners will then close their eyes and listen to soft music or nature sounds for 5 - 10 minutes. Instructor will ask the learners to concentrate on their breathing. Although thoughts will go through their minds, learners should pay attention in a relaxed way to the sounds. When the time is up, learners should again note any changes in how they are feeling after listening to the tape.

Activity 3 Next, learners listen to someone reading the guided visualization on the handout. While listening, they should be encouraged to follow along by picturing the scenario in their minds; it should be pictured as realistically as possible. The goal, once again, is to let go of the worry and stress of everyday life and find the peacefulness that is always inside. Learners should compare their feelings before and after the visualization exercise to note any differences in themselves.

Activity 4 Learners can be asked to conclude the lesson by quietly drawing or writing if they have the desire to do so.

Note: Learners from certain populations may have difficulty focusing on the guided visualization. Instructor would do well to create a nonjudgmental environment, acknowledging the difficulties in this type of stress management. If learners find it hard to do, instructor can lead activity again several days later, allowing the learners to develop their skills of internalization.

38. Organizing Personal Goals

Goal: To organize, identify, and assess personal affairs.

Outcome Objective: The learners will:

- ➢ Identify areas in personal life needing attention.
- ➢ Name specific goals for the above identified areas.
- ➢ Prioritize goals.
- ➢ Develop an action plan/schedule.

Instructional Materials & Resources

- ➢ HANDOUT I: *In the Boss's Office* (page 95)

Activity 1 Two learners will read aloud HANDOUT I: *In the Boss's Office* in front of the other learners. Learners will identify issues in the scenario that need to be addressed. These issues include: family responsibilities, housing, employment, child care, health, and finances.

Activity 2 Learners will look at their own lives to identify issues that may need improvement. In addition to the issues identified in Activity 1, several other issues might need to be addressed. Examples of other issues are education, cessation of alcohol and other drug abuse, legal issues, and self-care.

Learners will share one of their own issues that need to be addressed with other learners in a small group. The small group discusses each learner's perceived problem area, and helps write a specific, measurable goal to address the problem.

> **EXAMPLE:** "Mary" identifies employment as an issue that needs to be addressed. She thinks that her boss nags her too much for being late to work. She presents this to the other learners in the small group. After some discussion, the small group helps Mary realize that the best way to address this issue is to ensure that she is not chronically tardy to work. Mary's specific, measurable goal, then, is: To arrive to work five minutes early every day for an entire month.

Learners then help each other identify tasks that will help them achieve their goals.

Mary's tasks to help her achieve her goal may be to:

1. Complete chores the night before, rather than in the morning.
   - ➢ Pick out the outfit she'll wear to work.
   - ➢ Make lunches for herself and her children.
   - ➢ Gather her work-related materials or papers together in a central spot so they are easy to find on her way out the door.
2. Pursue other ways to get to work, such as an earlier bus.
3. Get out of bed 15 minutes earlier to allow a "cushion" of time in case something goes wrong in the morning.

Activity 3 Instructor will present a short lesson on ways to assess goal achievement. Learners will then devise a method for their personal use in achieving the goal identified in Activity 2. This may be a self-assessment chart, peer check-in, or a classwide chart tallying credits for tasks accomplished.

In the example of Mary, she can assess her progress by writing down her arrival time to work each morning. On mornings that she's late, she notes the reason for her tardiness. These notes serve a dual purpose: 1) Mary can more easily identify situations that repeatedly cause her to be late. She can then institute a plan of action to correct the recurrent situation. 2) If Mary is prompt for the entire month, but her boss continues to nag her, she will be in a better position to discuss the matter with her boss. She will be secure in knowing that she was prompt, as well as be in possession of some proof to that effect. Mary should be assertive, but not confrontational when talking with her boss. She might want to review the Guidelines for Behaving Assertively from Lesson 29 (page 43).

The instructor should emphasize the importance of rewarding oneself when a goal is reached. Once one goal is achieved, learners will be able to transfer this process to other problematic issues in their lives.

When Mary has arrived to work five minutes early every day for a month, she can reward herself by eating at the local deli rather than "paperbagging it", or give herself some other such special treat.

39. Finding a Home That's Right for You: One Size Does *Not* Fit All

Goal: To assist homeless adults with housing decisions.

Outcome Objective: The learners will be able to identify and prioritize their housing needs.

Instructional Materials & Resources

- Blackboard or flip chart
- Pencil and paper for each learner

Instructor will lead a discussion about the differences in housing needs among people, and the importance of identifying what your needs are when making housing decisions.

Activity 1

As a large group, students will brainstorm all the things they need to consider in choosing permanent housing, i.e., number of rooms, location, schools, access to public transportation, proximity to family or friends, utilities, lease, appliances, security deposit, etc. The items will be listed on the blackboard or newsprint.

Activity 2

The class will break into groups of three to four learners. Each learner will make a copy of the list of items. Within the groups, they will discuss their needs regarding each item. Learners will label each of the items as: *Most Important* (can't do without), *Desirable* (like to have, but can do without), *Not Important* (don't need or want). Budgeting is covered in Sample Lesson #40.

Once they have prioritized their lists, group discussion about items labeled *Most Important* will ensue. The importance of being flexible and how that increases housing options will be discussed. The instructor will ask the group to think about compromises or trade-offs they could make among different items in order to increase their choices.

Activity 3

Groups will review their individual lists and discuss whether any of their *Most Important* items might be changed to a lower priority or traded for something else. Learners will decide again on their priorities and what kind of trade-offs they would be willing to make.

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40. Doing the Legwork: Finding Housing You Can Afford

Goal: To assist learners with finding affordable housing.

Outcome Objectives: The learners will:

- ➢ Be able to construct a housing budget.
- ➢ Locate resources and create their own resources to identify available housing.
- ➢ Evaluate housing options and make decisions.

Instructional Materials & Resources

- ➢ Newspapers and phone book
- ➢ HANDOUT J: *Budget Work Sheet* (page 97)
- ➢ HANDOUT K: *Housing Search Log* (page 99)
- ➢ HANDOUT L: *Now You Make a Choice* (page 101)

Learners will work in teams of three to five people. The small groups will assist each other with the activities below, as well as provide support and encouragement to each other in their housing searches. Learners should see this as a process which may take several weeks or longer to obtain housing which is suitable for them. The instructor and learners may decide to schedule housing search activities as a regular part of class time or outside of normal class hours.

Activity 1 Learners will fill in amounts for each item on HANDOUT J: *Budget Work Sheet* to determine the amount of money they have available for housing.

Activity 2 Learners will develop a list of housing sources. The list can include private agencies that provide housing, realtors who serve public assistance recipients (if appropriate), public housing contacts, and rental listings from newspapers. Learners will brainstorm other sources of housing information, e.g., bulletin boards in food stores, Laundromats, etc.

Activity 3 In small groups, each learner will establish both long- and short-term housing goals. These goals can be recorded on Handout L and/or on a classroom chart. Emphasis should be given to setting a series of small goals that lead to the long-term housing goal.

Activity 4 Using HANDOUT K: *Housing Search Log,* learners will list all of the contacts they make for housing and describe the results. The date, contact person (agency or company), phone number, and information received will be entered in the log. Things to include are detailed descriptions of property, rent, utilities, lease and security deposit requirements, and restrictions on children or pets. When talking to agencies or realtors, learners will use their priority lists (developed in Lesson 39, Activity 2) and their housing budgets (Handout J) to describe their housing requirements.

Activity 5 Using the information from HANDOUT K: *Housing Search Log,* learners will list apartments or other options that meet their *Most Important* needs (identified in Sample Lesson 39, Activity 2) and that fall within their budgets. They should schedule appointments to see the housing, and take notes on the condition of the housing and any other information the visit provides (e.g., proximity to park/playground for children). They will use HANDOUT L: *Now You Make a Choice* to evaluate their options. They will talk about their choice with their small group describing the advantages and disadvantages. Input from the group will be used in the decision-making process. Problems should be identified and possible solutions discussed.

Activity 6 To increase housing options for other class members, learners will share information on any housing they visit. Learners will write and post a short description of the housing (including positive and negative features) for other learners' referral.

41. Preparing for the Workplace (Socialization)

Goal: To prepare for entering or reentering the workplace.

Outcome Objectives: The learners will:

- List expectations which an employer may have.
- Understand what they can expect of other employees and the employer in the workplace.
- Be able to ask for what they need on the job.
- Be able to take corrective action based on criticism of their job performance.

Instructional Materials & Resources

- HANDOUT M: *Ask! Tell! Talk Straight!* (page 103)
- HANDOUT N: *Role-Play* (page105)
- Flip chart, paper, magic markers, masking tape

Activity 1 Instructor introduces lesson by discussing the responsibilities that employers may commonly expect of employees on the job. Included in the discussion will be:

- honesty
- meeting deadlines
- punctuality
- neat appearance
- response to criticism
- ability to get along with coworkers
- proper quantities of supplies and equipment
- appropriate attitudes and responses to persons in authority
- understanding that criticism is about the job and not the worker
- understanding the overall business and workers' contributions.

Activity 2 Instructor explains HANDOUT M: *Ask! Tell! Talk Straight!* as a model to aid communication in the workplace:

Ask! This is a reminder for learners to ask for what they need. They should understand that it is okay to ask.

Tell! This is an opportunity for learners to show that they either understand or need further feedback. They begin by saying "This is what I understand . . . ."

Talk Straight! Learners can now talk about how something makes them feel and what they have to do next. They might say "This is what I need to do to . . . ."

Learners give examples of using the *Ask! Tell! Talk Straight!* model (either orally or by writing on the handout). The learners then discuss both the examples and their feelings about communicating using this model.

Activity 3 Instructor passes out HANDOUT N: *Role-Play*. Two volunteers act out the scenario of an angry interaction between boss and employee. Class then discusses what the employee might have done differently and how the *Ask! Tell! Talk Straight!* model can be used to resolve the situation. Two new volunteers then rerun the role-play using the model, illustrating how the interaction changes and the situation is resolved.

42. Self-Employment: Creativity Counts

Goal: To learn how creativity can translate into opportunities for self-employment.

Outcome Objective: The learners will display skills related to being self-employed, e.g., decision making, problem solving, and creativity.

Instructional Materials & Resources

- Miscellaneous objects (or products) for possible business ventures such as: paper clips, wastepaper basket, roll of film, koosh ball.
- HANDOUT O: *Connect the Dots* (page 107)

Activity 1 Instructor will discuss how creativity - artistic and/or intellectual inventiveness - facilitates one's ability to look at something from a less-traditional perspective. This ability often prompts unique ideas or inventions that could serve as an avenue for self-employment. To illustrate the value of creativity, instructor will present HANDOUT O: *Connect the Dots* to the learners. In small groups, learners will brainstorm the best way to complete the handout. Instructor should remind learners of the rules for brainstorming:

- allowing everyone in the group a chance to speak
- refraining from expressing judgement on comments
- not interrupting

After completing the handout, learners will discuss how creativity helped them with their task. (Answers to the handout are on page 108.)

Activity 2 Each small group receives an object or product to sell, and will answer the following questions about their business venture:

1. How do you use the object or product?
2. What other materials do you need to be able to produce it?
3. How would you sell it? To whom?
4. What value would it have to the buyer? How much would it cost?

Each group presents its answers or plan to the other groups. Groups may question one another about their businesses.

Activity 3 Each group then tries to sell its product to the other groups. Following the sales efforts, the class discusses the skills used in planning their businesses and selling their products, such as decision making, problem solving, and creativity.

43. On the Job: Using Office Equipment

Goal: To develop skills in using standard office equipment.

Outcome Objectives: The learners will:

- ➢ Learn to operate standard office equipment, such as copiers, multiline phones, fax machines, and answering machines.
- ➢ Learn to handle telephone calls/messages.
- ➢ Build their confidence in performing routine office tasks.

Instructional Materials & Resources

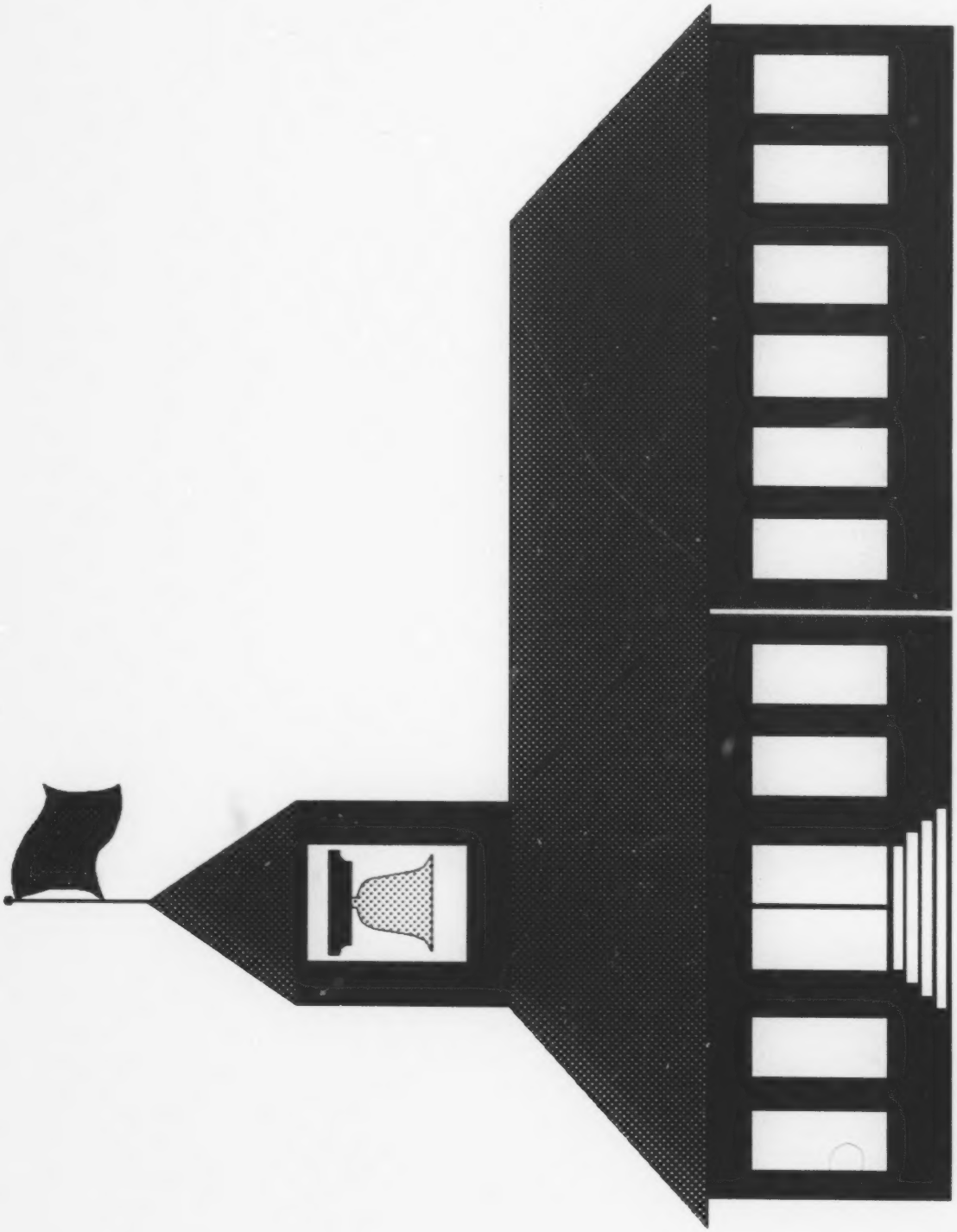
- ➢ Standard office equipment (as listed above)
- ➢ Message pad and miscellaneous office forms

Activity 1 **Note: Instructor will need to arrange for the approval and cooperation of staff in the office of the school, shelter, business, etc. in order for learners to perform this activity.** Support staff are asked to demonstrate operation of office equipment at actual work site to small group of learners. After introductory lesson, learners practice skills by individually working in one-hour shifts under the supervision of the support staff.

Activity 2 The instructor or an outside speaker, such as a receptionist or telephone company representative, presents a lesson on proper telephone use. Lesson will include multiline operation, telephone etiquette, and message taking. Hands-on practice of telephone use will be available during one hour sessions at a work site under the supervision of support staff.

Activity 3 Within the classroom, learners pair off to role-play various scenarios, including: using language appropriate for the office environment, handling difficult calls, prioritizing calls (including personal calls), and directing phone calls. Learners are encouraged to participate both as learners and as teachers during this peer tutoring opportunity.

HANDOUT A: Schoolhouse



HANDOUT B

The Story of Sean

Then there are people like Sean who don't fit in anywhere. He always sits by himself. He never talks to anybody else in the class, never relates. When I call on him to read in class, he gets bright red. When I go over by his desk to see how he's doing on his work, you just feel the wall come up, the tension come up. Now here he is, coming down the hallway. It's Friday, the last hour of the day. The party animals have just entered into the room. Here comes Sean. I'm on hall duty.

"Hi Sean."

"Hi."

"How are you doing?"

"Okay."

"Hey, what are you gonna do this weekend?"

He stopped and looked me right in the eye. He says, "I'm gonna' see my mom."

"Oh, don't you get to see your mom very often?"

"No, I haven't seen her in nine years. She deserted us."

Then he walks on by.

NOTE: Mr. Guy Dodd received the *Teacher of the Year* award from President Reagan in 1987. The above story is from Mr. Dodd's speech at the White House, during which he reminisced about his years as a teacher in the Midwest.

HANDOUT C

After a While

After a while you learn
the subtle difference between
holding a hand
and chaining a soul
and you learn
that love doesn't mean
leaning
and company doesn't always mean
security.
And you begin to learn
that kisses aren't contracts and
presents aren't promises
and you begin to
accept your defeats
with your head up and your eyes ahead
with the grace of a woman
not the grief of a child
and you learn
to build all your roads on today
because tomorrow's ground is
too uncertain for plans
and futures have a way of falling down
in mid-flight.
After a while you learn
that even sunshine burns
if you get too much
so you plant your own garden
and decorate your own soul
instead of waiting
for someone to bring you flowers.
And you learn
that you really can endure
that you really are strong
and you really do have worth
and you learn
and you learn
with every goodbye
you learn. . .

Veronica A. Shoffstall
© 1971

HANDOUT D

Are You Aggressive? Passive? Assertive?

Directions: **For each question, check what you would most likely do in the scenario described.**

1. You have just put your children to bed. The people next to you are listening to very loud music which is keeping your children awake. You...

____ ask them to turn the music down so your children can get to sleep.
____ try to ignore the loud music, and tell your children to just go to sleep.
____ demand that they stop all the noise.
____ make loud noise early the next morning.

2. You have been waiting at the Social Services office and notice that several people who came in after you are being waited on ahead of you. You ....

____ yell to the caseworkers that you were here first and demand service.
____ give the caseworker an angry look to get her attention.
____ tell the caseworker that you've been waiting longer than the other people and would like to be seen next.
____ wait without saying anything because the caseworker looks so busy.

3. You go to a party with your partner who ignores you for the rest of the evening. You are on the way home and feel hurt because of his behavior. You...

____ say that he ruined your evening, and you're sick of going out with him.
____ cover up your feelings and pretend nothing happened.
____ tell him that you feel hurt by his actions and that you want him to spend more time with you when you're out together.
____ give him the silent treatment without saying why you're upset.

4. While talking to a friend, you remember that she borrowed five dollars from you two weeks ago and hasn't paid you back. You...

____ remind her that she still owes you five dollars, and tell her you would like to have it.
____ tell your friend that you're not going to lend her any more money, because she never remembers to pay you back.
____ say nothing, because you know she probably doesn't have enough money to pay you.
____ comment on the new blouse she's wearing, and angrily say she spent too much money on new clothes when you could have used that money for more important things.

5. Your sister has been dropping her kids off with you every day while she's looking for a job. You want to help her, but its starting to interfere with your own plans. You...

____ tell her that she never thinks of anyone but herself, and that you have a life too.
____ don't say anything because sisters always help each other.
____ blow up when she's late picking up the kids.
____ tell her that you need time for your own needs and that you won't be able to watch the children every day.

6. Your friend is always at least a half hour late whenever you meet. You are annoyed by having to always wait for him. You...

____ tell him that you are annoyed by his lateness, and ask him to be on time when you get together.
____ make him wait for you the next time you get together.
____ tell him he can never get his act together, and you're not going to sit around waiting for him anymore.
____ don't want to anger him, so you keep your feelings to yourself.

7. Your mother is always criticizing you and telling you how you should live your life. You feel angry when she criticizes you. You....

____ tell her you get angry when she criticizes you, and ask her to stop since you will decide what is best for you.
____ avoid her.
____ say nothing because she wouldn't listen to what you have to say.
____ end up in an argument with her, and tell her she has no right to tell you what to do.

8. Your spouse never helps you with your children. You are feeling resentful about having to do everything alone. You....

____ tell your spouse about how tired you are, and hope that s/he will help more.
____ yell at your spouse for never helping out.
____ tell your spouse that you feel resentful about doing all of the work, and ask to split up the chores.
____ complain to your friends about your spouse.

9. One of the straps of a new pair of shoes you bought for your daughter fell off the day after you bought them. You take the shoes back to where you bought them, and the manager of the store says he will fix them the next day. Two weeks later, they are still not fixed. You...

____ tell the manager you would never have bought the shoes if you had known how bad the quality of the shoes are, how slow the service is, and what a poor manager he is.
____ explain to the manager that you want your daughter's shoes because she needs them for school. Ask him if he can fix the shoes right away.
____ say nothing because you're afraid of being a pest.
____ complain to your acquaintances about how bad the service is and to never buy shoes at the shoe store.

10. Your five-year-old son tells you that one of the other kids at his school is hitting him and pushing him around, and he doesn't want to go back. You tell him...

____ to hit and push back if it happens again.
____ to tell his teacher the next time it happens, and get help.
____ to stay away from the other kid.
____ to try to stay away from the other child, but to tell the teacher every time he sees the other kid doing something wrong.

KEY TO HANDOUT D

Are You Aggressive? Passive? Assertive?

Instructors: In Activity 2 of Lesson 29, *Recognizing Communication Styles*, learners are asked to identify which communication style is used for each response. The communication styles are indicated as such:

AG	Aggressive	P	Passive
PA	Passive-aggressive	AS	Assertive

1. You have just put your children to bed. The people next to you are listening to very loud music which is keeping your children awake. You...

AS ask them to turn the music down so your children can get to sleep.
P try to ignore the loud music, and tell your children to just go to sleep.
AG demand that they stop all the noise.
PA make loud noise early the next morning.

2. You have been waiting at the Social Services office and notice that several people who came in after you are being waited on ahead of you. You ....

AG yell to the caseworkers that you were here first and demand service.
PA give the caseworker an angry look to get her attention.
AS tell the caseworker that you've been waiting longer than the other people and would like to be seen next.
P wait without saying anything because the caseworker looks so busy.

3. You go to a party with your partner who ignores you for the rest of the evening. You are on the way home and feel hurt because of his behavior. You...

AG say that he ruined your evening, and you're sick of going out with him.
P cover up your feelings and pretend nothing happened.
AS tell him that you feel hurt by his actions and that you want him to spend more time with you when you're out together.
PA give him the silent treatment without saying why you're upset.

4. While talking to a friend, you remember that she borrowed five dollars from you two weeks ago and hasn't paid you back. You...

AS remind her that she still owes you five dollars, and tell her you would like to have it.
AG tell your friend that you're not going to lend her any more money, because she never remembers to pay you back.
P say nothing, because you know she probably doesn't have enough money to pay you.
PA comment on the new blouse she's wearing, and angrily say she spent too much money on new clothes.

5. Your sister has been dropping her kids off with you every day while she's looking for a job. You want to help her, but its starting to interfere with your own plans. You...

PA tell her that she never thinks of anyone but herself, and that you have a life too.
P don't say anything because sisters always help each other.
AG blow up when she's late picking up the kids.
AS tell her that you need time for your own needs and that you won't be able to watch the children every day.

6. Your friend is always at least a half hour late whenever you meet. You are annoyed by having to always wait for him. You...

AS tell him that you are annoyed by his lateness, and ask him to be on time when you get together.
PA make him wait for you the next time you get together.
AG tell him he can never get his act together, and you're not going to sit around waiting for him anymore.
P don't want to anger him, so you keep your feelings to yourself.

7. Your mother is always criticizing you and telling you how you should live your life. You feel angry when she criticizes you. You....

AS tell her you get angry when she criticizes you, and ask her to stop since you will decide what is best for you.
PA avoid her.
P say nothing because she wouldn't listen to what you have to say.
AG end up in an argument with her, and tell her she has no right to tell you what to do.

8. Your spouse never helps you with your children. You are feeling resentful about having to do everything alone. You....

P tell your spouse about how tired you are, and hope that s/he will help more.
AG yell at your spouse for never helping out.
AS tell your spouse that you feel resentful about doing all of the work, and ask to split up the chores.
PA complain to your friends about your spouse.

9. One of the straps of a new pair of shoes you bought for your daughter fell off the day after you bought them. You take the shoes back to where you bought them, and the manager of the store says he will fix them the next day. Two weeks later, they are still not fixed. You...

AG tell the manager you would never have bought the shoes if you had known how bad the quality of the shoes are, how slow the service is, and what a poor manager he is.
AS explain to the manager that you want your daughter's shoes because she needs them for school. Ask him if he can fix the shoes right away.
P say nothing because you're afraid of being a pest.
PA complain to your acquaintances about how bad the service is and to never buy shoes at the shoe store.

10. Your five-year-old son tells you that one of the other kids at his school is hitting him and pushing him around, and he doesn't want to go back. You tell him...

AG to hit and push back if it happens again.
AS to tell his teacher the next time it happens, and get help.
P to stay away from the other kid.
PA to try to stay away from the other child, but to tell the teacher every time he sees the other kid doing something wrong.

HANDOUT E

FEELINGS INVENTORY

Nervous	Loving
Excited	Hurt
Happy	Frustrated
Angry	Confident
Sad	Shy
Afraid	Superior
Anxious	Inferior
Jealous	Joyful
Ashamed	Sympathetic
Bored	Envious
Lonely	Rejected
Tense	Content
Grateful	Impatient
Repulsed	Silly
Depressed	Calm
Proud	Overwhelmed

HANDOUT F

Who Am I?

Directions: **Answer the question as honestly as you can by filling in the blank with a word or two. Describe yourself using positive words. Try not to use negative comments.**

1. The word which best describes me is _____.

   a. The best thing about being _____ is

   _____

   b. The worst thing about being _____ is

   _____.

2. The people in the class would describe me as

   _____.

3. My family would describe me as _____.

4. I wish I were _____.

5. I would like people to describe me as

   _____.

6. The things I can do to become the person described in statements 4 and 5 are:

_____

_____

_____

_____

HANDOUT G

Do You Get What You Want When You Argue?

Directions: **Check off the statements that are true for you or for your partner.**

_____ 1. One of us usually ends up shouting when we argue.

_____ 2. We hardly ever solve the problem we were arguing about.

_____ 3. My partner just doesn't care about my needs.

_____ 4. We argue about the same things over and over.

_____ 5. I wish I could take back some of the things I say when I'm angry.

_____ 6. I hold things in and then explode over something small.

_____ 7. I often give in just to keep peace.

_____ 8. I don't usually say how I'm feeling when I'm angry.

_____ 9. I usually find a way to get even if I've lost an argument.

_____ 10. My partner always gets things his/her way.

_____ 11. My partner will walk out in the middle of an argument.

_____ 12. We argue a lot about our kids.

_____ 13. We argue a lot about money.

_____ 14. Sometimes we start calling each other names and say mean things.

_____ 15. When we argue, I bring up things from the past that I'm still mad about.

_____ 16. My partner never listens to what I have to say.

_____ 17. It feels like nothing ever changes, no matter how much we argue about it.

_____ 18. I often give my partner the silent treatment instead of arguing.

_____ 19. My partner usually blames me when s/he's mad about something.

_____ 20. I can't forgive my partner for the things s/he has said or done.

HANDOUT H

Guided Visualization

Directions: Instructor or class member slowly reads the following passages in a calm, clear voice to the other learners.

Imagine that you are lying on soft sand at a beach on a summer day. There is a slight breeze that gently touches your body. You can feel the warm sand on your toes. You gently dig your toes deeper into the sand, where they become surrounded by the warmth and softness. Above, you hear the cries of sea gulls as they slowly glide down onto shore. You watch as one descends, effortlessly, resting on the current of wind that brings it to the land. You look beyond the gull and see the light dancing on the water as it sparkles from the brilliance of the sun. The sun warms you and penetrates your skin, spreading its warmth throughout your entire body. You sigh deeply, exhaling slowly, feeling contentment and relaxation wherever you focus your attention. Your arms and legs are cradled in the sand, and you feel comforted by the touch of the earth along the full length of your body. The sound of the water as it washes over the beach is gentle and rhythmic, and you feel your body somehow flowing with the water, anticipating its flowing and retreat. Your breath is in sync with that rhythm and you become one with that flow, moving and flowing as you lie in stillness on the sand. You feel a peacefulness that fills your body and your mind. No disturbing thoughts are present, only an awareness of the warmth of the sun, the breeze gently brushing your skin, the water flowing through the waves, and your breath becoming deeper and slower and filling you with peace. Stay in this moment and remember that this is your true nature — to be at peace, to feel relaxed, to know that the water and your breath are connected in a rhythm that has always been there. Let go of any fears, anxieties, or anger; feel only the peace of this moment.

(Reader may pause for a few moments or minutes).

Remember that this moment is always with you. You can return to the beach any time you close your eyes, and choose to remember the relaxation and peacefulness that is there for you. Breathe three times gently and open your eyes, slowly coming back into the present, bringing with you some of the peace from that warm beach. Whenever you choose, you can bring back the feelings of warmth, contentment, and relaxation, just by picturing yourself in your special place.

HANDOUT I

In the Boss's Office

Directions: Two learners assume the roles of Mr. Hughes and Sabrina and read the following scenario aloud to the class.

Mr. Hughes: Thank you for coming in, Sabrina. I asked if I could see you because I noticed on the staff roster that your attendance here at the office has been inadequate. I checked with your supervisor, Ms. Terry, and she told me you were a good worker, when you were on the job, but that you seem to be calling in sick often, and having to leave for appointments during the day. We need good workers, and I'd hate to lose you, especially since you've been doing so well your first three months. What seems to be the problem?

Sabrina: Well, Mr. Hughes, my children have been sick a lot recently. I took Sammy to the emergency room last week, and we got home late, and the next morning he was fussy, and I just called in and said I couldn't come.

Mr. Hughes: That's understandable. I can appreciate that your responsibilities as a mother are very important. But that is only one day, and the record shows you being absent five days, and leaving for appointments on four other occasions.

Sabrina: Five days? Have I missed five days?

Mr. Hughes: Yes. Look here at this paper. You missed March 4, 6, 9, and April 3 and 15. You left for appointments on Feb. 27, March 11, 15 and April 7.

Sabrina: Well, I can tell you about those appointments. One happened when the electricity went off in my apartment, and I had to go down to Fulton Street to get it turned on again. On March 22 I left early because my sister had a baby and I wanted to go to the hospital to see her. Then, I had two appointments at the Medicaid office. That office drives me crazy!

Mr. Hughes: And, what about the absence? You mentioned your son being sick. Did you bring in a doctor's note?

Sabrina: Oh, I never did turn that in. I have it at home.

Mr. Hughes: And the other dates?

Sabrina: I can't remember. . .it's hard to remember that far back. Let's see. . .I moved into an apartment in March. That's it, I was gone two days moving in to my apartment.

Mr. Hughes: Did you tell Ms. Terry you would be gone?

Sabrina: I think so. No, maybe I didn't. I meant to.

Mr. Hughes: Okay, Sabrina, thank you for coming in. I'll have to think about your answers, and I'll get back to you tomorrow. I take these absences very seriously, and I want you to know I am concerned. Have a good day.

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Courtesy of: Wayne Reed
Director of Education
The Hope Program

Handout J

Budget Work Sheet for Affordable Housing

Directions: **For #1, write down and add up all of your income for one month. For #2, write down and add up all of your and your family's expenses for one month. Then follow the directions in #3.**

1. Monthly Income

DSS Payment	_____
Take Home Pay	_____
Food Stamps	_____
Child Support	_____
Unemployment	_____
WIC	_____
Social Security	_____
Other:	_____
Total Monthly Income:	_____

2. Monthly Expenses

Food (groceries and eating out)	_____
Clothes (including laundry)	_____
Transportation (gas, car insurance, bus fare, subway)	_____
Recreation (movies, cable TV, toys)	_____
Personal (haircuts, makeup, cigarettes)	_____
Medical (doctor, dentist, medicines)	_____
Telephone	_____
Other (child support, loans, school supplies)	_____
Emergency Fund (unexpected expenses)	_____
Total Monthly Expenses:	_____

3. Housing Budget

Subtract your total monthly expenses from your monthly income to determine your housing budget. This is how much money you have available to spend on rent and utilities (heat and electricity).

Total Monthly Income	_____
Total Monthly Expenses	-_____
Housing Budget (rent and utilities*)	_____

* You might choose to have DSS pay your utilities by deducting the money from your monthly check. This may cost more than if you pay for the utilities directly.

EXAMPLE: Maria has $1250 of expenses every month, and has a monthly income of $1675. Therefore, the amount she has left over for rent and utilities is:

Total Monthly Income	$1675
Total Monthly Expenses	-1250
Housing Budget	$425

Handout K

Housing Search Log

Directions: **Keep track of each apartment or house that you investigate by writing down the information on this page. Make as many copies of this page as you need.**

Person called: _____

Agency: _____

Phone number: _____

Date called: _____

Address of property: _____

_____

Description of property: _____

_____

Rent: _____

Utilities: _____

Date available: _____

Lease?	No	Yes (____months)
Security deposit?	No	Yes ($_____)
Children allowed?	Yes	No
Pets allowed?		
Dogs	Yes	No
Cats	Yes	No
Other	Yes	No

Other information: _____

_____

_____

_____

_____

_____

_____

_____

Handout L

Now You Make a Choice

When you need to make a decision in your life, the following six steps can help you make a choice. Think about your housing possibilities, and then choose the one that best meets your needs. Remember, you probably will have to make trade-offs and choose the option that comes closest to what you want.

Step 1: What decision do I need to make? _____

_____

_____

_____

Step 2: What are my choices? (From HANDOUT K: *Housing Search Log)*

1. _____

2. _____

3. _____

4. _____

Step 3: List the pros and cons of each choice. These are the things that you like (pros) and things you don't like (cons) for each apartment or house listed in Step 2.

	PROS	CONS
# 1.		
# 2.		
# 3.		
# 4.		

Step 4: Make your choice. Look at the pros and cons of each housing choice, and see which choice best meets your needs. Look at the cons to see how important they are to you. Remember to compare each choice with the most important things you wanted in housing (from Lesson 39) to see which comes closest to meeting your needs.

From Step 2 above, I choose #_____

Step 5: Understand and carry out your decision:

I choose this housing because:

_____

_____

_____

My choice has these cons (things I don't like):

_____

_____

_____

I can overcome the things I don't like by:

_____

_____

_____

Step 6: What to do if you can't get your first choice:

You may need to make a second choice if your first choice does not work out for some reason. From the choices left on your list, are there any others that would meet your needs? If none of the choices left on your list meet your most important needs (see Lesson 39), you should go back to your housing search and look for more housing options.

HANDOUT M

Ask! Tell! Talk Straight!

Directions: **While your instructor explains this handout, write down key phrases that will help you remember the meaning of each of the three phrases below. When the instructor finishes, try to think up an example of when this model could be used. For your example, write down what you would say for each phrase.**

Ask!

Tell!

Talk Straight!

HANDOUT N

Role-Play

Directions: **One volunteer assumes the role of the employee, and another volunteer assumes the role of the boss. After reading the scenario, the volunteers act out an angry interaction between the employee and the boss. After the class discusses how the Ask! Tell! Talk Straight! model can be used to resolve this situation, two new volunteers illustrate how the interaction can change using the model.**

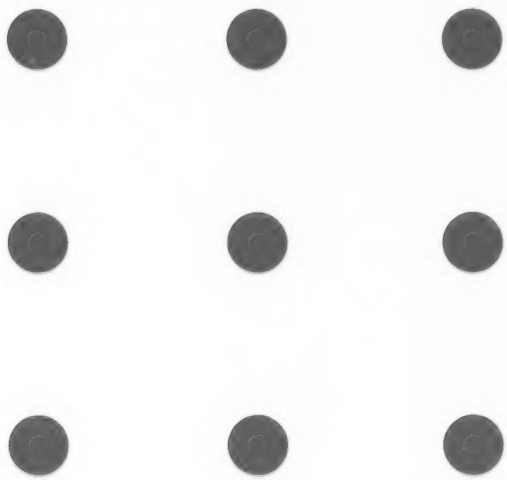
Scenario:

The employee's job is to pack widgets into boxes and to prepare the boxes for shipping. A large order of boxes was supposed to be shipped as soon as possible this morning. However, the employee did not finish packing widgets into all of the boxes yesterday because s/he ran out of widgets. When the employee tried to get more from the boss, the boss had already left for the day.

This morning, the boss is angry because the employee arrives late to work. The employee is late because the train was late. S/he has a note from the Transit Authority proving that the train really was late.

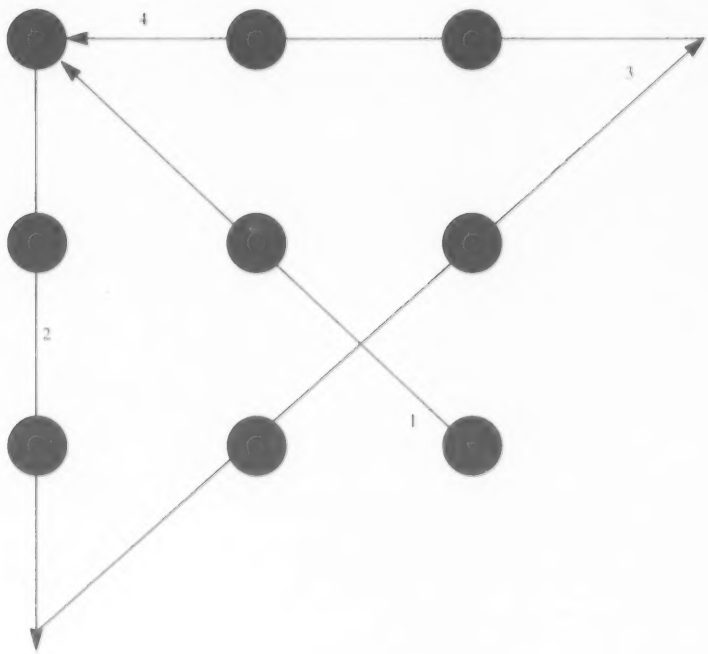
HANDOUT O

Connect the Dots **Directions:** **Connect all 9 dots with 4 lines, without lifting the pencil from the paper.**



KEY TO HANDOUT O

Directions: **Connect all 9 dots with 4 lines, without lifting the pencil from the paper.**



APPENDIX A:

The National Resource Center on Homelessness and Mental Illness
Publications Order Form

Name _____

Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Telephone Number ( ) _____

Primary Affiliation:

- ❑ Federal Agency
- ❑ National Organization
- ❑ State Organization
- ❑ City/County Government
- ❑ Local Service Provider
- ❑ Researcher/Educator
- ❑ Student
- ❑ Media
- ❑ General Public
- ❑ Other

Primary Focus:

❑ Mental Health ❑ Housing ❑ Homelessness

Please print or type.

Control Number	Title	Number of Pages	Price (10¢ per page)
	Total		

Make check or money order payable to Policy Research Associates, Inc.

Mail to: The National Resource Center on Homelessness and Mental Illness
Policy Research Associates, Inc.
262 Delaware Avenue
Delmar, NY 12054

(800) 444-7415
FAX (518) 439-7612

APPENDIX B:

Addresses and Phone Numbers of Agencies Listed as Nonprint Resources

Adult Education and Literacy Clearinghouse (202) 205 - 9996
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

AIDS Council of Northeastern New York (518) 434 - 4686
88 Fourth Avenue
Albany, NY 12202

American Heart Association (214) 373 - 6300
7272 Greenville Avenue
Dallas, TX 75231 - 4596

American Red Cross (202) 737 - 8300
National Headquarters
Washington DC 20006

Centers for Disease Control (404) 639 - 3311
1600 Clifton Road, NE,
Atlanta, GA 30333

Division of Adult Education and Literacy (202) 205 - 5499
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Gay Men's Health Crisis Inc. (212) 807 - 6655
129 West 20th Street
New York, NY 10111

Hetrick Martin Institute (212) 674 - 2400
401 West Street
New York, NY 10014

Lambda Legal Defense and Education Fund (212) 995 - 8585
666 Broadway, 12th Floor
New York, NY 10012

Laubach Literacy Action Information Center (315) 422 - 9121
Box 131
Syracuse, NY 13210-0131

The Lesbian and Gay Community Center (212) 620 - 7310
208 West 13th Street
New York, NY 10011

Literacy Volunteers of New York State (518) 436 - 7576
20 Rensselaer Street
Albany, NY 12202

Long Island Association for AIDS Care (LIIAC) (516) 385 - 2437
P.O. Box 2859
Huntington Station, NY 11746

Mid-Manhattan Foundation Library
455 Fifth Avenue, New York, NY 10016
Education Department (212) 340 - 0864
History and Social Service Departments (212) 340 - 0864

The Minority Task Force on AIDS (212) 563 - 8340
505 Eighth Avenue, 16th Floor Hot Line:
New York, NY 10018 (212) 749 - 2816

National Coalition for the Homeless (202) 775 - 1322
1612 K Street NW
Suite 1004
Washington, DC 20006

National Resource Center on Homelessness and Mental Illness
Policy Research Associates, Inc. (800) 444 - 7415
263 Delaware Ave. FAX (518) 439 - 7612
Delmar, NY 12054

New York City Coalition for the Homeless (718) 291 - 1900
89 Chamber Street
New York, NY 10007

New York City Human Resource Administration (212) 645 - 7070
11 West 13th Street
New York, NY 10011

New York State Coalition for the Homeless (518) 436 - 5612
31 Maiden Lane
Albany, NY 12207

Planned Parenthood (212) 541 - 7800
Executive Office
810 Seventh Avenue
New York, NY 10019

U.S. Department of Housing and Urban Development
451 Seventh Street, S.W. (202) 708 - 1422
Washington, DC 20410

United Way of New York State (518) 463 - 2522
155 Washington Avenue
Albany, NY 12210

New York State Government Offices

Adult Learning Educator's Clearinghouse (518) 474 - 8701
The State Education Department
Room 306 - EB, West Wing
Albany, NY 12234

Department of Labor (518) 457 - 9000
State Office Building Campus
Building 12
Albany, NY 12240

Department of Social Services (518) 473 - 3170
P.O. Box 1930
Albany, NY 12201

Office of Mental Health (518) 474 - 2568
Central Office
44 Holland Avenue
Albany, NY 12208

Office of Mental Retardation (518) 473 - 9689
and Developmental Disabilities
Main Office
44 Holland Avenue
Albany, NY 12208

Office of Workforce Preparation and Continuing Education
The State Education Department (518) 474-8700
Room 306 - EB, West Wing
Albany, NY 12234

APPENDIX C:

New York State Community Dispute Resolution Centers

County	Address	Contact and Phone Number
Albany	Albany Mediation Program 130 Ontario Street Albany, NY 12206	Sheri Lynn Dwyer, Director (518) 463 - 3686
Allegany	Dispute Settlement Center of Allegany County 110 West State Street Olean, NY 14760	Judith A. Peter, Director Luci La Venture, Coordinator (716) 373 - 5133
Broome	ACCORD The Cutler House 834 Front Street Binghamton, NY 13905	Karen Monaghan, Director (607) 724 - 5153
Cattaraugus	Dispute Settlement Center of Cattaraugus County 110 West State Street Olean, NY 14760	Judith A. Peter, Director Luci La Venture, Coordinator (716) 373 - 5133
Cayuga	Cayuga County Dispute Resolution Center, Inc. 9021 North Seneca Street Weedsport, NY 13166	John W. McMullen, Director (315) 834 - 6881
Chautauqua	Dispute Settlement Center of Chautauqua County Jamestown Municipal Building 300 East Third Street Jamestown, NY 14701	Judith A. Peter, Director Betty Lou Blixt, Coordinator (716) 664 - 4223
Chemung	Neighborhood Justice Project 325 Lake Street Elmira, NY 14901	David Rynders, Esq., Director (607) 734 - 3338
Chenango	Dispute Resolution Center 27 West Main Street Norwich, NY 13815	Michael Haehnel, Director (607) 336 - 5442

Clinton	Northern New York Centers for Conflict Resolution, Inc. Clinton County Government Center P.O. Box 1018 Plattsburgh, NY 12901	Kyle Blanchfield, J.D., Director Al Sobol, Coordinator (518) 565 - 4827
Columbia	Common Ground Dispute Resolution, Inc. 431 East Allen Street Hudson, NY 12534	Judy Clearwater, Director (518) 828 - 0047
Cortland	Cortland County NEW JUSTICE 111 Port Watson Street Cortland, NY 13045	John McCullough, Director Christina Coyne, Coordinator (607) 753 - 6952
Delaware	Dispute Resolution Center 72 Main Street Delhi, NY 13753	Michael Haehnel, Director Ruth Hanson, Coordinator (607) 746 - 6392
Dutchess	Community Dispute Resolution Center 327 Mill Street Poughkeepsie, NY 12601	Rita Karen Douglas, Director (914) 471 - 7213
Erie	Dispute Settlement Center Regional Office 346 Delaware Avenue Buffalo, NY 14202	Judith A. Peter, Director (716) 856 - 7180 1-(800)-828-5000 within 716 area code
Essex	Northern New York Centers for Conflict Resolution, Inc. Essex County Center Hubbard Hall, P.O. Box 595 Elizabethtown, NY 12932	Kyle Blanchfield, J.D., Director David Anderson, Coordinator (518) 873 - 9910
Franklin	Northern New York Centers for Conflict Resolution, Inc. 62 Pine Street Tupper Lake, NY 12986	Kyle Blanchfield, J.D., Director Margaret Payment, Coordinator (518) 359 - 2175 or (518) 483 - 7498 Malone
Fulton/ Montgomery	Tri-County Mediation Center 1 Kimball Street Amsterdam, NY 12010	Judith Reichenthal, Director (518) 842 - 4202

Genesee	Dispute Settlement Center of Genesee County Batavia City Hall Main Street Batavia, NY 14020	Judith A. Peter, Director Mary Moates, Coordinator (716) 343 - 8180 x 250
Greene	Common Ground Dispute Resolution, Inc. 11 William Street, Suite 2 Catskill, NY 12414	Judith Clearwater, Director (518) 943 - 0523
Hamilton	The Village Hall Elm Lake Road, P.O. Box 471 Speculator, NY 12164	Kyle Blanchfield, J.D., Director Toni E. Morrison, Coordinator (518) 548 - 8213
Herkimer	Community Dispute Resolution Program c/o Catholic Family and Community Services 61 West Street Ilion, NY 13357	Annmarie Adams, Director (315) 894 - 9917
Jefferson	Jeff-Lewis Mediation Center 500 Woolworth Building Watertown, NY 13601	Camie E. Baker, Director (315) 785 - 0333
Lewis	Jeff-Lewis Mediation Center 5402 Dayan Street Lowville, NY 13367	Camie E. Baker, Director (315) 376 - 7991
Livingston	Center for Dispute Settlement, Inc. Livingston Co. Gov't Center 6 Court Street Geneseo, NY 14454	Andrew Thomas, Executive Director Letitia J. Rosenthal, Coordinator (716) 243 -7007
Madison	Madison County NEW JUSTICE Conflict Resolution Services, Inc. 112 Farrier Avenue Oneida, NY 13421-0365	John McCullough, Director Cathy Diekmann, Coordinator (315) 361 - 4438
Monroe	Center for Dispute Settlement, Inc. 242 Andrews Street, Suite 400 Rochester, NY 14604 - 1144	Andrew Thomas, Executive Director Kevin Smith, Coordinator (716) 546- 5110

Nassau	E.A.C., Inc. Mediation Alternative Project 1 East Old Country Road Suite 420 Carle Place, NY 11514	Rebecca Bell, Director (516) 741 - 5580
Nassau	E.A.C., Inc. Mediation Alternative Project 50 Clinton Street, Suite 101 Hempstead, NY 11550	Stacy Ramis-Nigro, Project Director (516) 489 - 7733
New York City		
Kings	Brooklyn Mediation Center 210 Joralemon Street, Room 618 Brooklyn, NY 11201	Mary Fritz, Director Gerry Roberts, Coordinator (718) 834 - 6671
Kings & Queens	Victim Services Agency 2 Lafayette Street New York, NY 10007	Mary Fritz, Director (212) 577 - 7700
Manhattan	IMCR Dispute Resolution Center 346 Broadway, Room 151 New York, NY 10013	David Addams, Esq., Director Albert Pitter, Coordinator (212) 233- 2405
New York City	Court Dispute Referral Centers Summons Part of Criminal Court 346 Broadway, Room 225 New York, NY 10013	Michael E. Tarail, Citywide Coordinator (212) 374 - 7250
New York & Bronx	IMCR Dispute Resolution Center 425 West 144th Street, 4th Floor P.O. Box 15 New York, NY 10031	David Addams, Esq., Director Titus Rich, Jr., Bronx Coordinator (212) 690 - 5700
Northern Manhattan	Washington Heights-Inwood Coalition 652 West 187th Street New York, NY 10033	Mary Gratereaux, Mediation Director (212) 781- 6722
Richmond	Staten Island Community Resolution Center 42 Richmond Terrace Staten Island, NY 10301	Dominick Brancato, Director (718) 720 - 9410

Niagara	Dispute Settlement Center of Niagara County 2201 Pine Avenue Niagara Falls, NY 14301	Judith A. Peter, Director Ernest Fera, Coordinator (716) 282 - 3381
Oneida	Oneida County Justice Center Utica Community Action 214 Rutger Street Utica, NY 13501	Francis Grates, Director (315) 797 - 5335
Onondaga	NEW JUSTICE Conflict Resolution Services, Inc. 210 East Fayette Street Lafayette Bldg., 7th Floor Syracuse, NY 13202	John McCullough, Director (315) 471 - 4676
Onondaga	Dispute Resolution Center Volunteer Center, Inc. Onondaga County Civic Center 12th Floor Syracuse, NY 13202	Philip Moses, Director (315) 435 - 3053
Ontario	Center for Dispute Settlement 110 Exchange Street Geneva, NY 14456	Andrew Thomas, Executive Director Bonnie Pauley, Coordinator (315) 789 - 0364 1-(800) 862 - 4733
Orange	Orange County Mediation Project, Inc. 180 Main Street Goshen, NY 10924	Roz Magidson, Director (914) 294 - 8082
Orleans	Dispute Settlement Center of Orleans County Orleans County Administra- tion Bldg. Route 31 Albion, NY 14411	Judith A. Peter, Director Mary Hoates, Coordinator (716) 439 - 6684
Oswego	Oswego County NEW JUSTICE Conflict Resolution Services, Inc. 198 West First Street Oswego, NY 13126	John McCullough, Director Martha Marshell, Coordinator (315) 342 - 3092

Otsego	Mediation Services, Inc. 48 Dietz Street Suite 1 - Front Oneonta, NY 13820	Barbara Potter, Director (607) 433 - 1672
Putnam	Putnam County Mediation Program P.O. Box 776 Carmel, NY 10512	Roz Magidson, Director Viola Stroud, Coordinator (914) 225 - 9555
Queens	Queens Mediation Center 91-31 Queens Blvd., Room 412 Emigrant Bank Building Elmhurst, NY 11373	Mary Fritz, Director James Goulding, Coordinator (718) 424 - 4100
Rensselaer	Community Dispute Settlement Program 17 First Street Troy, NY 12180	Margaret Stoner, Acting Director (518) 274 - 5920
Rockland	VCS Center for Conflict Resolution Volunteer Counseling Service 151 South Main Street New City, NY 10956	Lori Engelken, Director (914) 634 - 5729
St. Lawrence	Northern New York Centers for Conflict Resolution, Inc. P.O. Box 12 Tallman House, Rt. 11 - South Canton, NY 13617	Kyle Blanchfield, J.D., Director Elaine Noble, Coordinator (315) 386 - 3275
Saratoga	Saratoga Mediation Services 368 Broadway, Room 17 Saratoga Springs, NY 12866	Sister Charla Commins Director Lee Goodspeed, Coordinator (518) 584 - 6361
Schenectady	Dispute Resolution Program Law, Order & Justice Center 144 Barrett Street Schenectady, NY 12305	Megan Callahan, Director (518) 346 - 1281

Schoharie	Tri-County Mediation Center at Schoharie County Community Action Program Shoppers Mart Plaza East Main Street Cobleskill, NY 12043	Judith Reichenthal, Director John Berdy, Coordinator (518) 234 - 2568
Schuyler	Neighborhood Justice Project P.O. Box 366, 111 9th Street Watkins Glen, NY 14891	David Rynders, Esq., Director Deborah Simpson, Coordinator (607) 535 - 4757
Seneca	Center for Dispute Settlement, Inc. 110 Exchange Street Geneva, NY 14456	Andrew Thomas, Executive Director Bonnie Pauley-Foster Coordinator (315) 789 - 0364
Steuben	The Neighborhood Justice Project of the Southern Tier 147 East Second Street Corning, NY 14830	David Rynders, Esq., Director Theresa Dibble, Coordinator (607) 936 - 8807
Suffolk	E.A.C., Inc. Community Mediation Center County Center North Veterans Memorial Highway, Bldg. 16 Hauppauge, NY 11788	Rebecca Bell, Director Susan Lehan, Project Director (516) 265 - 0490
Sullivan	Ulster-Sullivan Mediation, Inc. P.O. Box 786 Monticello, NY 12701	Clare Danielsson, Director (914) 794 - 3377
Tioga	ACCORD 231 Main Street Owego, NY 13827	Karen Monaghan, Director Trusha Barnes, Coordinator (607) 687 - 4864
Tompkins	Community Dispute Resolution Center 120 West State Street Ithaca, NY 14850	Judith Saul, Director (607) 273 - 9347
Ulster	Ulster-Sullivan Mediation, Inc. 150 Kisor Road Highland, NY 12528	Clare Danielsson, Director (914) 691 - 6944

Warren/ Washington	Warren/Washington Mediation Services Washington County Municipal Center 383 Broadway Fort Edward, NY 12828	Sister Charla Commins Director Judy Wood, Coordinator
Wayne	Center for Dispute Settlement, Inc. Wayne County Satellite Office 7368 Route 31 Lyons, NY 14489	Andrew Thomas, Executive Director Bonnie Pauley-Foster, Coordinator (315) 946 - 5700
Westchester	Westchester Mediation Center of CLUSTER 201 Palisade Avenue Box 281 Yonkers, NY 10703	Judith Nevins, Director (914) 963 - 6500
Wyoming	Dispute Resolution Center of Wyoming County Batavia City Hall Main Street Batavia, NY 14020	Judith Peter, Director Mary Moates, Coordinator 1-(800) - 828 - 5000
Yates	Center for Dispute Settlement Inc. 110 Exchange Street Geneva, NY 14456	Andrew Thomas, Executive Director Bonnie Pauley-Foster Coordinator (315) 789 - 0364
Statewide	Community Dispute Resolution Centers Program Unified Court System State of NY Alfred E. Smith Office Building P.O. Box 7039 Albany, NY 12225	Thomas F. Christian, Director (518) 473 - 4160

APPENDIX D:

HIV/AIDS Education Regional Training Centers in New York State

Region	Agency and Address	Serving schools in the following counties:
Western NY	Jane Ogilvie Erie I BOCES 1050 Maryvale Drive Cheektowaga, NY 14225 (716) 631 - 2896	Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Livingston, Monroe, Niagara, Ontario, Orleans, Seneca, Steuben, Wayne, Wyoming, Yates
Central NY	Jane Guiles Onondaga-Cortland-Madison BOCES 6075 East Molloy Road P.O. Box 4774 Syracuse, NY 13211-4774 (315) 433 - 1533	Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, Oswego, Otsego, Schuyler, Tioga, Tompkins
Northern NY	Leslie Cook Albany-Schoharie-Schenectady BOCES 47 Cornell Road Latham, NY 12110 (518) 786 - 3255	Albany, Clinton, Columbia, Essex, Franklin, Fulton, Greene, Hamilton, Montgomery, Rensselaer, Saratoga, St. Lawrence, Schenectady, Schoharie, Warren, Washington
Southern NY	Kenneth L. Packer Putnam-No. Westchester BOCES Health Education Center 200 BOCES Road Yorktown Heights, NY 10598 (914) 245 - 2700	Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, Westchester

Long Island	Carol Daub Suffolk III BOCES Kellum Street School 887 Kellum Street Lindenhurst, NY 11757 (516) 884 - 1000	Nassau, Suffolk
NY City	Mohamed Yasin New York City Public Schools 131 Livingston Street Room 200 Brooklyn, NY 11201 (718) 935 - 4140	Bronx, Brooklyn, Manhattan, Queens, Staten Island

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Albany, New York 12230

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